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ABSTRACT

An in-depth study of the process of adaption among Peace Corps volunteers in Brazil and cross-cultural training methodology is presented in this volume, the first of two reports resulting from the project. Since ultimate aims of cross-cultural learning tend to be described in abstract terms, the fundamental issue had to do with specifying and clarifying these aims: terminal and enroute training objectives, assesment of outcomes, and design and implementation of learning strategies. In addition, the study investigated the relative importance of and interrelation among the domains of affect (feelings), behavior (activity), and cognition (knowledge) as they relate to adaptation. Four project tasks are identified and graphically described in each of four chapters which (1) outline a general characterization of the adapted Peach Corps volunteer, (2) recommend a new set of cross-cultural training objectives, (3) provide suggested guidelines or improvements for cross-cultural training/learning, and (4) present the cross-cultural learning measurement system, including instruments, scoring keys, and instructions. The second part of this report compiles the technical aspects detailing the work design, procedures, methods, and results of data analysis. (For related document, see Volume II, SE 016 527.) (BL)

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IMPROVING CROSS-CULTURAL TRAINING
AND
MEASUREMENT OF CROSS-CULTURAL LEARNING

Volume I
of the report of supplemental activities
conducted under ACTION Contract PC-72-42043

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Preface

The study described here was performed during the two-month period of January-February, 1973. A simple statement like this seems rather meaningless apart from the full realization of the tremendous complexity of the study and the scope of tasks involved. The only other study conducted in Brazil with any similarity to this one was the Sao Francisco Valley Evaluation Project completed by Wayne Holtzman and associates of the University of Texas in 1966. The outcomes of that three-year effort, compared to those of the present two-month study, give some perspective to what we were able to accomplish in such a short period of time.

In addition to the constant pressure of time, the large distances involved and the accompanying logistical problems were the major difficulties encountered in completing the work. Maintaining a tight discipline in the rigorous implementation of the study design was difficult, to say the least, when operating from a Colorado base, through our Brazil office, and from there covering a major portion of the large expanses of Brazil. The success we were able to achieve is due to the untiring efforts of a very talented staff and the impressive cooperation of the Peace Corps staff and Volunteers in Brazil.

The project was originally designed according to three different tracks, or intended outcomes:

A. The design of a system for measuring cross-cultural learning and change,

B. The design of evaluation instruments and procedures to accurately assess the effectiveness of specific training activities, and

C. Recommendation of improvements in assessing cross-cultural training needs and improvements in training by establishing those benchmark requirements of cross-cultural experience which should be incorporated into training.

As the project got under way, it soon became apparent that Tracks A and C were so interrelated and dependent upon one another that they should be combined, while Track B could be accomplished somewhat independently of the other two. Accordingly, the project consists of two components: One we titled "Improving Cross-Cultural Training and the Measurement of Cross-Cultural Learning" (Tracks A and C) and the other, "Improving the Evaluation of Peace Corps Training Activities" (Track B).

The first component has been written under this cover as Volume I. The second component has been written under separate cover as Volume II.

The study was coordinated by Dr. Michael F. Tucker, Associate Director of the Center for Research and Education. Project staff for the first component included Howard A. Raik, David L. Rossiter, and Dr. Michael J. Uhes. Paul C. Jorgensen, a CRE/Brazil staff member, participated in the field work in Brazil and during the early drafting phase in Denver. Mr. Raik completed a significant amount of the final drafting of the manuscript.

Mrs. Joanna D. Garver was the project staff member primarily responsible for the second component.

Thomas Brand, Allan S. Dorsey and Guaraciema Rodriguez Dorsey, CRE/Brazil staff members, assisted in the final preparation and translation of the data collection instruments and in the interviewing of Volunteers in the field. Jose Eduardo Barbosa provided logistic and administrative support from the CRE office in Belo Horizonte.

Delano M. B. Carvalho, Edmar da Costa Marques, Jose Afoneo de Melo, and Adalberto Ribeiro collaborated by interviewing Brazilian associates of the Volunteers during the interview phase. Paulo Assis identified the Brazilian sample and completed the data collection for this group.

Drs. Charles Wagley, T. Lynn Smith and Maxine Margolis of the University of Florida and Dr. Harry W. Hutchinson of the University of Miami aided in conceptualizing the theoretical basis for the Cultural Dimensions Test. Dr. Margolis also prepared test items for inclusion in the Factual Information Test.

Dr. Daniel Anderson, Gary Hodson and Sandy Hodson of the University of Northern Colorado identified the sample of Americans with no Brazil experience (called "Naive Americans" for the purposes of this report), collected data from this group, and performed the statistical analyses on all the collected data.

James Doxsey provided consulting assistance in the early phases, particularly with respect to the measurement of affective behavior. Dr. Lawrence R. James provided consulting assistance in psychometrics and scaling, and was instrumental in outlining the scaling procedures followed to produce instruments for training activity evaluation.

Associate Brazil Peace Corps Respresentatives Vitor Braga (Minas Gerais), Charles Cox (Ceara), James LaFleur (Bahia), Cornelio Lana, Denis L. Lynch (Mato Grosso), Marco Mota (Pernambuco), and George Van Antwerp (Rio Grande do Norte) and Program and Training Officer Robert Gentile provided nominations for Volunteer samples and invaluable logistic assistance.

We wish to thank the Volunteers interviewed in Minas Gerais, Bahia, Mato Grosso, Pernambuco, Rio Grande do Norte, and Ceara, the personnel of the agencies with which they are working, and their associates whom we interviewed, for their patience and cooperation.

We wish to thank also the men and women in Minas Gerais and in Colorado who volunteered to be tested for the Brazilian and Naive American samples.

We feel that the benefits derived from a project of this nature are extremely important to the improvement of Peace Corps training. This study is the first opportunity of this type CRE has had in the three years since completing the Guidelines for Cross-Cultural Training. Training for cultural adaptation is a complicated matter, the very nature of which undergoes rapid change as understanding develops through experience. We hope that what we have accomplished will be of use to Peace Corps trainers in pushing forward the "state of the art" and in helping Americans adapt to other cultures in more effective ways. As is true of most endeavors of this sort, this study is just a start; we hope this effort will provide a base for continuation, modification, and improvement of cross-cultural training and measurement.

Michael F. Tucker
Center for Research and Education

Denver, Colorado
March 1973

Introduction

Statement of the Problem

After experimenting for several years with a number of approaches to cross-cultural training, trainers have more or less settled upon a basic series of learning exercises that appear to "work." That is, these exercises seem to have at least a modicum of face validity with respect to the ultimate aims of cross-cultural adjustment and are usually reasonably well received by trainees. All the same, trainers and field staff have noted many instances in which trainees have successfully worked through training exercises without making much progress in cultural adaptation and, inversely, many instances in which trainees have adjusted well and rapidly with little apparent need of training.

These observations raised a series of crucial questions for this project:

- Does present cross-cultural training methodology in fact contribute significantly to adaptation?
- If so, which are the effective and which the ineffective aspects of that methodology?
- If not, how can cross-cultural training be redesigned to facilitate the adaptation process more effectively?

The fundamental issue has to do with specifying and clarifying just what the ultimate aims of cross-cultural learning are. We usually speak abstractly of "adaptation," "adjustment," "cultural sensitivity" and so forth. Unfortunately, when it comes to defining the process of adapation in terms of observable behaviors, we usually fail -- giving a description in terms of vague, impressionistic generalities or in terms of results which are purely cognitive in nature.

Upon a series of assumptions of validity for achieving these abstract ultimate aims, then, has rested the whole structure of our training design process: terminal and enroute training objectives, assessment of outcomes, and design and implementation of learning strategies.

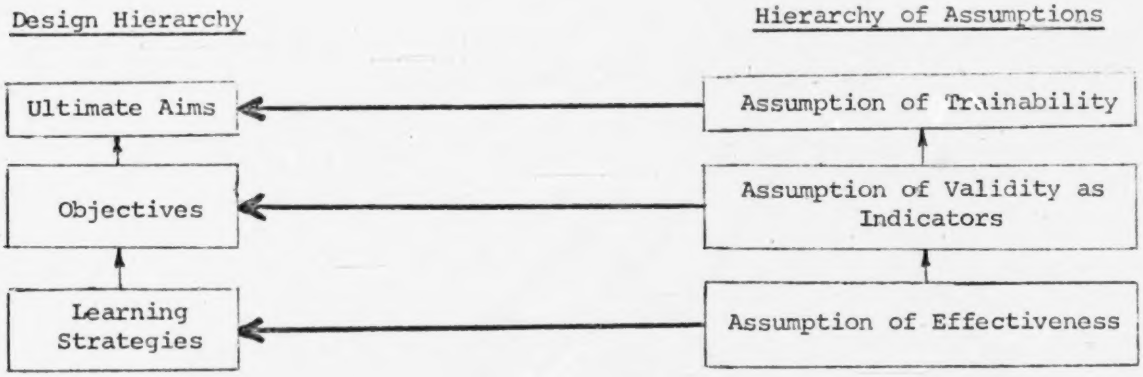
In practice, however, trainers have experienced considerable difficulty in developing training objectives that can be readily accepted as true indicators of progress toward adaptation. This problem suggested to the project staff that we initiate careful investigation into what exactly we mean by the abstractions used in describing our ultimate aims. In other words, we needed to develop more concrete language for talking about adaptation and to describe the process in more observable terms than we had been doing -- in short, to develop some new elements in our training design logic. To some extent, we feel this study has succeeded in that effort.

Of particular interest, both for this investigation and for training design, was the question of the relative importance of and interrelation among the domains of affect (feelings), behavior (activity), and cognition (knowledge) as they bear on adaptation.

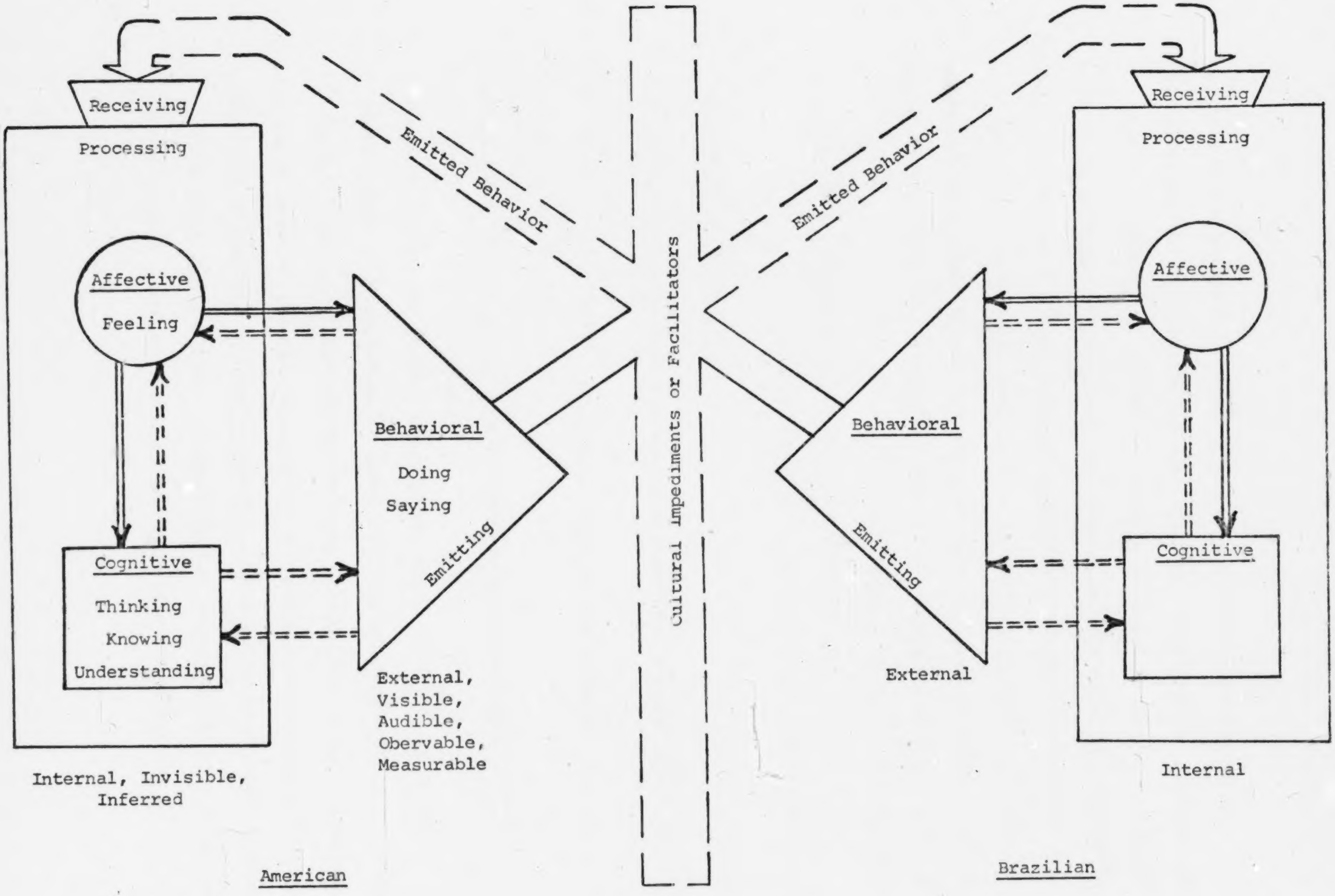
Until now, a large proportion of time and energy has been devoted to cross-cultural training exercises that are essentially cognitive in nature, i.e., critical incidents exercises, cultural analysis exercises, and case studies. On the other hand, affective and behavioral aspects of training have often been left more or less to chance, assuming that "the in-country environment," "the non-residential living arrangement," or trainee counseling would meet the needs in these areas. The various aspects of cultural adaptation, and therefore of cross-cultural learning, have never been understood well enough to allow for a balanced training design.

In order to test and re-state the fundamental training and adaptation assumptions, we developed a working model for conceptualizing adaptation in terms of these three elements -- affect, behavior, and cognition. (See Figure 1.) If we managed to analyze even partially the complicated, multi-level process of adaptation into its components, we would then be in a position to begin critically examining some of the underlying assumptions of our training design logic with a view to suggesting improvements in methodology. We could begin to determine if all, some, or none of the individual components of adaptation were indeed trainable.

What we began to perceive was a hierarchy of unexamined assumptions parallel to the steps in the training design process:


Design Hierarchy
Hierarchy of Assumptions
Ultimate Aims
Assumption of Trainability
Objectives
Assumption of Validity as Indicators
Learning Strategies
Assumption of Effectiveness

Obviously, if we could not operationally define adaptation, we could hardly state ultimate aims in clear terms. Furthermore, if a higher order assumption such as trainability proved to be erroneous, the design steps below this assumption, for example a particular learning strategy, would lose their connection to ultimate aims. In the absence of empirically verified assumptions we are forced to content ourselves with a design logic which, for all of its internal consistency and occasional elegance in application,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Processing
Affective
Feeling
Cognitive
Thinking
Knowing
Understanding
Internal, Invisible, Inferred
Emitted Behavior
Behavioral
Doing
Saying
Emitting
External, Visible, Audible, Obervable, Measurable
American
Cultural Impediments or Facilitators
Emitted Behavior
Behavioral
Emitting
External
Receiving
Processing
Affective
Cognitive
Internal
Brazilian

Figure 1. Working Model of Cross-Cultural Interaction

Notes re Figure 1. (Assumptions and hypotheses)

1. Separation of the behavioral domain from the cognitive and affective domains shows that, in cross-cultural communications as in any interpersonal communication, only behaviors are directly perceivable and interpretable. Likewise, both the feeling state and levels of intellectual understanding may only be inferred via behavioral clues.

2. Solid lines from the affective domain to the cognitive and behavioral domains symbolize the assumption that feelings, positive or negative, definitely influence what one thinks and how one behaves.

3. Broken lines suggest the possibility of causal relationships existing in the indicated directions.

4. Emitted behaviors are received and processed internally, but the *intent* of a behavior *may be* distorted because of cultural differences.

is founded for the most part on unexamined assumptions as to whether it is even possible to train for adaptation.

Looking at the training design logic in somewhat greater detail, we have already seen that even our most carefully written terminal objectives are valid only insofar as they (a) correspond to specific aspects of the ultimate aim of successful adaptation, (b) are true behavioral indicators of the total process of adaptation, and (c) require the performance of behaviors which are actually trainable. Thus, the starting point of the training design process, stipulating final objectives, assumes a connection between these objectives and successful adaptation. Lack of specificity in writing objectives and an absence of experimental data have tended to discourage examination of this assumption.

It is clear that from the standpoint of attempting to establish validity within the cross-cultural training design logic, clarification of ultimate aims is of primary importance, followed by the development of training objectives, and then by learning strategies. (The exigencies of training programs on a day-to-day basis naturally dictate, however, that the attention and energy of trainers will be distributed in inverse relation to this order; that is, a trainer tends to devote most of his time to the design and implementation of methodology.)

This project also sought methodological improvement, both by examining the efficacy of existing learning strategies and by exploring possible innovations in training techniques. The approach, however, was first to empirically establish a clearer description of the process of adaptation and to attempt to clarify each of the assumptions in the hierarchy.*

---

*Portions of this problem statement were taken from "The Design of Cross-Cultural Training: A Concept Paper," by Howard A. Raik and Harold Grosowsky (1972, unpublished).

Products of the Study

Based upon our understanding of the problem, we conceptualized the tasks of the project as follows:

1. To produce an in-depth study of the process of adaptation among Peace Corps Volunteers. This study would attempt to determine the conditions of adaptation in terms of important cultural knowledge, desired emotional state, and a behavioral analysis of successful and unsuccessful performance. The descriptions would be based on field interview, observation, and testing of Volunteers in representative regions of Brazil.

2. To produce a set of training objectives written in behavioral terms, designed as true indicators of successful adaptation as described, based on the empirical data collected.

3. To produce guidelines for improvements in training methodology designed to meet the new objectives generated.

4. To produce a set of instruments designed to measure learning in the affective, cognitive and behavioral dimensions found to be positively correlated to successful adaptation; and a design for testing the reliability and validity of these instruments.

PART I of this report presents the results of this study in terms of the stated tasks:

Chapter I which follows outlines a general characterization of the adapted Peace Corps Volunteer.

Chapter II recommends a new set of cross-cultural training objectives. Included is an explanation of how the objectives were written and suggestions as to how they might be used in training programs.

Chapter III provides a number of suggested guidelines for cross-cultural training designed to enable trainees to reach the objectives. Included is a description of how the guidelines were developed and suggestions as to how the trainer or training designer might make best use of them.

Chapter IV presents the cross-cultural learning measurement system, including instruments, scoring keys, and instructions. This section includes an explanation of the nature of the system as determined by the study outcomes, and recommendations for full development and use of the system through reliability and validity testing.

Procedures for the Study

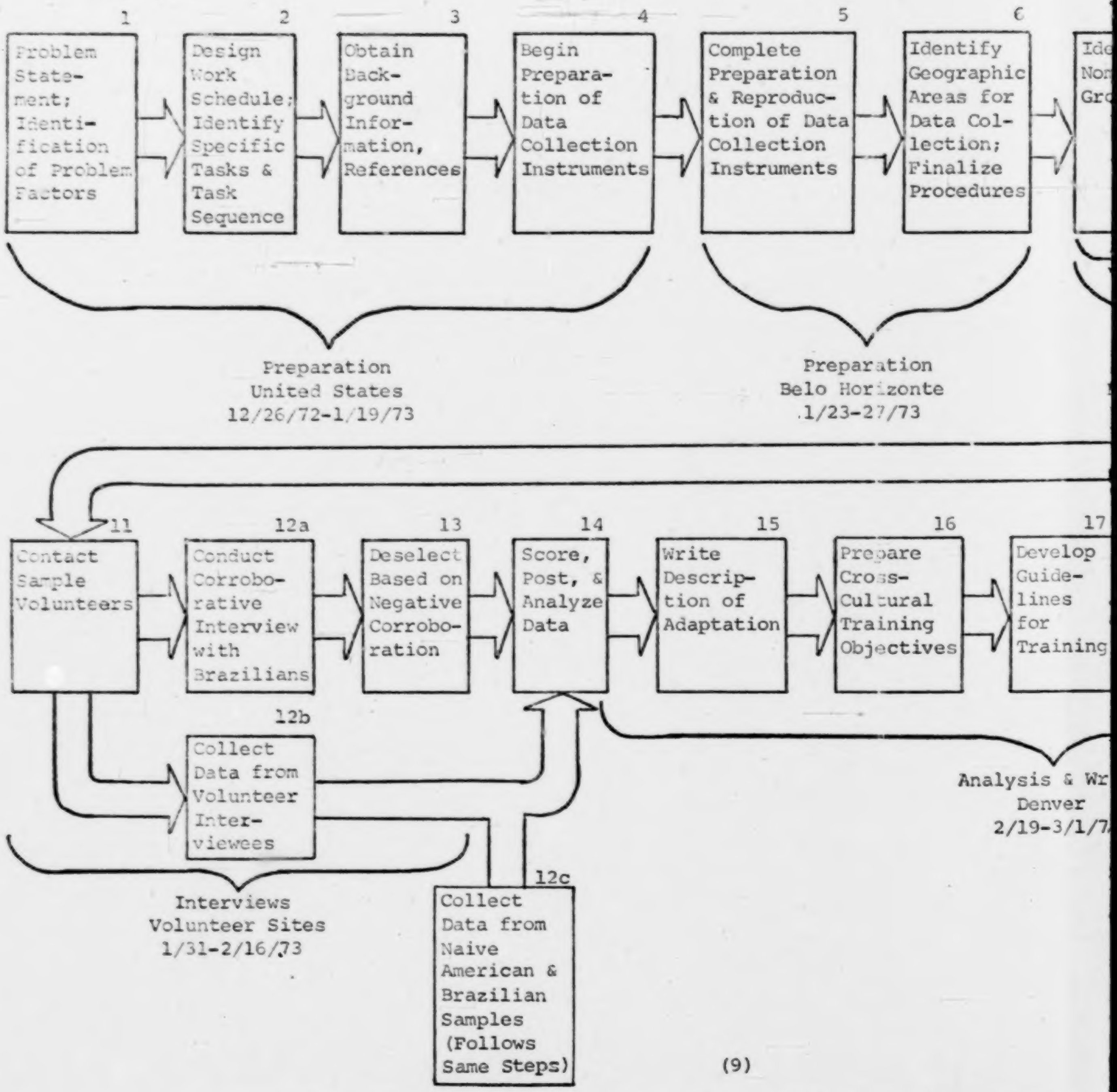
PART II is the technical report of the procedures followed to obtain and analyze the data on which the products were based. To accomplish the tasks described, we followed the work program sequence illustrated in Figure 2.

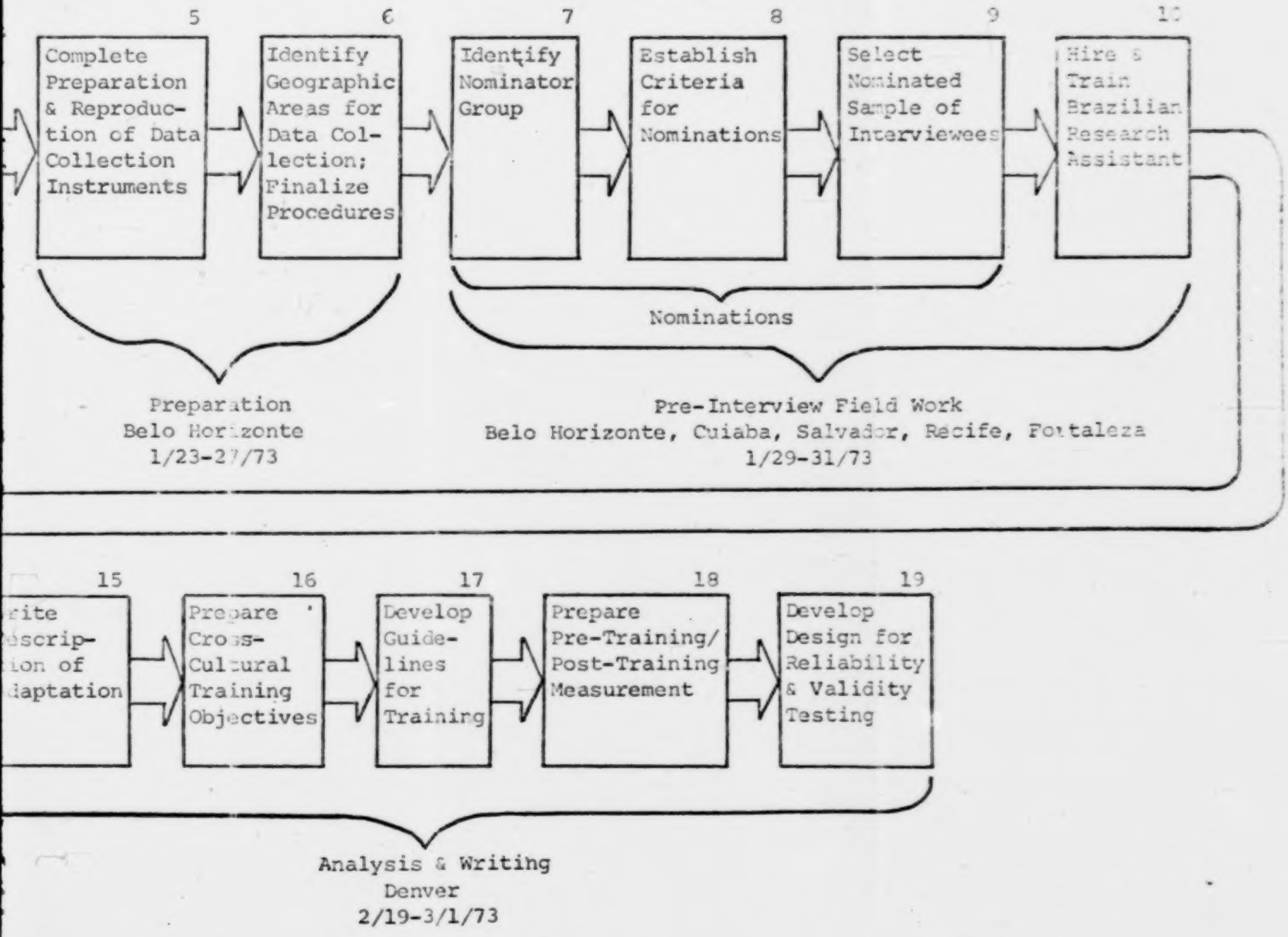
Data Collection

To begin answering the questions raised about the nature of adaptation among Volunteers, it was determined to measure the affective states, cognitive knowledge of Brazil, and activity patterns of Volunteers. Well-adapted and poorly-adapted Volunteers would be compared, and significant differences between the groups would form the basis of the development of training objectives, guidelines, and measurement systems.

Eight data collection instruments were prepared or selected: an Activities List, a Verbal Semantic Differential, and a Photographic Semantic Differential to measure affect (activity patterns were also measured using the Activities List) and a Factual Information Test, a Cultural Dimensions Test, the Questionnaire on Nationality Clues, and a Gestures Test to measure cognitive knowledge. A Volunteer Interview was prepared to gather additional information in all three areas.

Chapter I of the technical report includes a description of the procedures used for developing each of the instruments and the rationale for its inclusion; a description of the groups which participated in the study,


1
Problem Statement; Identification of Problem Factors
2
Design Work Schedule; Identify Specific Tasks & Task Sequence
3
Obtain Background Information, References
4
Begin Preparation of Data Collection Instruments
5
Complete Preparation & Reproduction of Data Collection Instruments
6
Identify Geographic Areas for Data Collection; Finalize Procedures
Ide
Non
Gr
Preparation
United States
12/26/72-1/19/73
Preparation
Belo Horizonte
1/23-27/73
11
Contact Sample Volunteers
12a
Conduct Corroborative Interview with Brazilians
13
Deselect Based on Negative Corroboration
14
Score, Post, & Analyze Data
15
Write Description of Adaptation
16
Prepare Cross-Cultural Training Objectives
17
Develop Guidelines for Training
12b
Collect Data from Volunteer Interviewees
12c
Collect Data from Naive American & Brazilian Samples (Follows Same Steps)
Interviews
Volunteer Sites
1/31-2/16/73
Analysis & Wr
Denver
2/19-3/1/7


5
Complete Preparation & Reproduction of Data Collection Instruments
6
Identify Geographic Areas for Data Collection; Finalize Procedures
7
Identify Nominator Group
8
Establish Criteria for Nominations
9
Select Nominated Sample of Interviewees
10
Hire & Train Brazilian Research Assistant
Nominations
Preparation
Belo Horizonte
1/23-27/73
Pre-Interview Field Work
Belo Horizonte, Cuiaba, Salvador, Recife, Fortaleza
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Prepare Cross-Cultural Training Objectives
17
Develop Guidelines for Training
18
Prepare Pre-Training/Post-Training Measurement
19
Develop Design for Reliability & Validity Testing
Analysis & Writing
Denver
2/19-3/1/73

Figure 2. Work Program Sequence

and how they were chosen; a narrative of actual data collection procedures in the field; and a statement of how the analyses were performed on the data obtained from the instruments.

Results

Chapter II presents the results obtained from the data analysis and a complete interpretation of each set of results.

In summary, the outcomes of the study indicated that there are significant differences between adapted and non-adapted Volunteers, and that these differences pertain to affect and behavior as well as to knowledge. It also appears that perhaps disproportionate attention has been paid to the cognitive area at the expense of the domains of feeling and behavior.

Adapted Volunteers have more extensive knowledge of Brazil than do non-adapted Volunteers, and feel more positively toward things Brazilian. They exhibit a wider range of reinforcing activities, many of which are typically Brazilian and interpersonal in nature.

We can still only speculate as to the cause and effect relationships which operate. For example, although we were able to ascertain that adapted Volunteers know more about Brazil than do non-adapted Volunteers, we could not answer the question of whether they know more because they have more positive feelings and/or engage in more "Brazilian" activities, or whether the causal relation is actually the reverse -- that knowing more opens more avenues of activity and/or engenders positive feelings. On the other hand, the study did reveal important associative (vs. causal) relationships which bear strongly on selection and training.

The study confirms, on objective data, some beliefs that had only been subjective assumptions or conjecture previously. It questions or refutes yet other assumptions or opinions previously held. Finally, and perhaps most importantly, it provides a base from which to build new methods and measurements in cross-cultural adaptive training and selection.

Much remains to be done to develop certainty and reliability in this most difficult area of training, and we hope this study will provide at least a partial base for such efforts and an incentive to proceed further in analyzing and improving our ability to program for adaptive training.

PART I

CHAPTER I. DESCRIPTION OF THE ADAPTED VOLUNTEER

When reference is made to the abstract notions of "adaptation," "adjustment," or "cultural sensitivity," trainers usually rely either on impressionistic first-hand experience with Volunteers in the field or on theoretical constructs borrowed from anthropology or psychology. Descriptions of adapted Volunteers derived from either source, while often rich and interesting, are characterized by a series of weaknesses which limit their practical usefulness to the trainer:

First, anecdotal, impressionistic descriptions are usually cast in general, global language which, as it is not tied down to behavioral terms, is of little help to the trainer who is trying to find concrete ways to facilitate the cultural adaptation of individual trainees.

Second, descriptions based on theoretical constructs often contradict one another depending upon the theoretical persuasion of the observer; in addition, some of the theoretical constructs available to the trainer simply do not hold up under even casual scrutiny.

Third, descriptions based on first-hand impression frequently appear to contradict the assumptions which underlie many of the more theoretical formulations. Anecdotal descriptions of adaptation usually make statements about the way a Volunteer behaves or about manifestations of his emotional responses to aspects of the target culture; by contrast, many theoretical models emphasize cognitive skills, characterizing the adapted Volunteer as having a penetrating understanding of the target culture as well as his own.

The present study postulated a model of cross-cultural adaptation and communication which is interactional and which assumes some interrelation among all three domains: affective, cognitive, and behavioral. (See Figure 1 on Page 4 of the Introduction.) This model is, in a sense, a visual representation of a number of important questions about the nature of adaptation:

- o Are feeling, knowing, and behaving really all involved?
- o Which domains are more important and which less?
- o What is the actual relationship among the domains?
- o Where can training effectively intercede?

To begin answering these and associated questions, the study compared groups of adapted and non-adapted Volunteers, Brazilians, and Naive Americans in order to identify as many of those variables as possible which sharply distinguish the adapted Peace Corps Volunteer from the other groups, thus providing an empirical description of cultural adaptation. The analysis of cross-cultural living, which follows, brings together observations derived from tests and interviews of Volunteers to present a coherent picture of the adapted Volunteer.

This study reveals significant differences between adapted and non-adapted Volunteers in all three dimensions of functioning: emotional, intellectual, and behavioral. In this section we shall attempt to describe the adapted Volunteer in terms of these dimensions and to make inferences, based on the data collected, as to the interrelationships among dimensions.

The most striking, if not surprising, characteristic of adapted Volunteers is that they engage frequently in a wide variety of personally satisfying activities. Some, such as dancing, may be activities learned in the United States and continued in the Brazilian context; more, however, are activities which adapted Volunteers encounter and learn to enjoy during their Peace Corps experience in Brazil. Many of the activities in which adapted Volunteers engage may be regarded as interpersonal in nature and somehow distinctively Brazilian in character. We may conclude that adapted Volunteers succeed in expanding and enriching their repertoire of reinforcing activities, drawing freely from the Brazilian culture to substitute for those typically North American sources of personal gratification which are generally unavailable or inappropriate in Brazil.

(The adapted Volunteer tends neither to enjoy as much or to participate in activities that are non-Brazilian or non-interpersonal as much as the non-adapted Volunteer. For example, the adapted Volunteer spends less time reading English books and lying down to rest; he tends not to eat alone, listens to less American music, and less often disparages Brazil to other Americans.)

Cultural anthropologist Charles Wagley, in discussing salient features of Brazilian culture (during an interview with members of the project staff), describes Brazilians as being highly gregarious, seeking out the company and conversation of others; he contrasts this feature with the North American orientation toward placing great value on privacy. Adapted Volunteers tend to behave rather like host Brazilians in this regard, engaging in several specific behaviors which may be labeled "gregarious."

Adapted Volunteers enjoy making new acquaintances and spending time with them doing "Brazilian" kinds of things, such as taking walks (passear) and having long informal conversations (bate papo). Although these activities do have rough equivalents in North American culture, they are distinctively Brazilian in that the purpose or goal of bate papo, for instance, rarely has anything to do with accomplishing a task. Brazilians (and adapted Volunteers) may spend considerable time discussing the least momentous of local happenings or the relative merits of soccer players, housemaids, or beautiful women, topics, that is, which might seem utterly "pointless" to many Americans and to less adapted Volunteers. Often, though, the purpose of bate-papo is simply and solely to establish, maintain, and reaffirm friendly interpersonal contact. It is a way for people to get to know one another, and the Volunteer seems to do best who expresses his own opinions, asks questions, and is not overly embarrassed when he makes an amusing mistake in Portuguese. Adapted Volunteers clearly value person-to-person contact and derive pleasure from bate-papo, one of the most important associated behaviors.

Just as adapted Volunteers enjoy informal conversation, so they report deriving personal satisfaction from engaging in the social conventions in which bate-papo flourishes. Adapted Volunteers frequently visit Brazilians in their homes and invite Brazilians to visit them, eat with them, and drink with them in typically Brazilian settings. Importantly, they not only derive greater satisfaction from this sort of socializing, but also engage in it more than do non-adapted Volunteers. Indeed, adapted Volunteers report that their participation in whatever is happening locally is highly valued by Brazilians as a sign of involvement.

The high level of informal interpersonal contact engaged in by adapted Volunteers is associated with enhanced skill in at least one area of non-verbal communication. Adapted Volunteers recognize, understand, and probably use many of the common hand gestures and signs which form so distinctive a feature of paralinquistic communication in Brazil. The knowledge of gestures probably enhances the communication skill of adapted Volunteers in several ways:

First, the simultaneous transmission of information through both verbal and non-verbal channels provides an element of message redundancy, increasing the accuracy of transmission. The Volunteer may not understand occasional specific words or entire sentences that are said to him, but his comprehension of accompanying gestures is likely to give him at least partial understanding, and to permit him to make a reasonable guess at the intended meaning.

Second, non-verbal communication adds important qualitative information to the spoken content of a message, enriching, qualifying, emphasizing, and coloring it. Anyone who has ever read an unedited verbatim dialogue is aware of its colorlessness and shallowness. The Volunteer who knows the gestures, then, participates in a fuller dimension of communication.

At times, non-verbal signs supplant words altogether, where for emphasis only a gesture is used, and especially where distance and noise interfere with verbal communication. The Volunteer is able to communicate effectively in these instances by virtue of his knowledge of gestures.

Finally, while speaking and using gestures, the Volunteer takes on, to some degree, the appearance of a Brazilian. The use of gestures increases the apparent homophyly between Volunteer and Brazilian and facilitates communication by reducing the "I-can't-possibly-understand-you-because-you-are-a-foreigner" syndrome so common in intercultural communication.

In association with frequent interaction with Brazilians, in characteristically Brazilian settings, engaged in Brazilian activities, adapted

Volunteers acquire a good deal of factual information about Brazil. In addition to engaging frequently in bate-papo, adapted Volunteers often discuss more "serious" subjects with Brazilian associates and regularly read Brazilian newspapers and magazines. (English language newspapers, of course, are scarcely available to most Volunteers, but certain American magazines are obtainable with little difficulty.) Indeed, adapted Volunteers read Brazilian magazines more than American ones, and enjoy them more as well. The adapted Volunteers often read and talk about Brazil, then, and although they downplay the importance of factual information as an aid to personal adaptation, they indicate that knowing at least some Brazilian history, for example, keeps them from "looking like fools" and that knowledge of factual information facilitates their participation in bate-papo. The value Brazilians likely place on Americans knowing at least some information about Brazil is hinted at by the considerable interest in their learning about the United States.

It would appear that by acquiring factual information about Brazil adapted Volunteers are partaking of Brazilian tradition in a way which gives them additional conversational currency. They find that the information they learn can be traded back and forth in informal conversations. This advantage does not seem to hold for the ability to make accurate cognitive abstractions about characteristics of Brazilian culture as contrasted with North American culture. That is, intellectual analysis of Brazilian culture on the socio-anthropological model does not seem to be common conversational fare among Brazilians. (Indeed, adapted Volunteers do not differ significantly from non-adapted Volunteers in their cognitive understanding of the "dimensions" of Brazilian culture.)

While, as we have seen, adapted Volunteers participate in a great deal of interpersonal activity with Brazilians, they do not, however, spend all of their time with their hosts. They spend time alone and are aware that often Brazilians think them rather odd or perhaps unfriendly for it. Adapted Volunteers write letters in private and more often than they did in the United States, read books in both Portuguese and English, study Portuguese, and listen to music. They feel the need to be alone at times, and have learned to do this for the most part without offending Brazilian friends.

Few adapted Volunteers, as a matter of fact, have learned to enjoy all typically Brazilian activities. For example, going to the beauty shop (for women) and going to the whorehouse (for men) are two activities that tend to be done relatively more by Brazilians than is common in the United States. The adapted Volunteers tend not to like these activities and to participate in them rather infrequently. Nor are adapted Volunteers perennially blissful. They are pained by various manifestations of poverty, sometimes feel a lack of intellectual stimulation, and occasionally complain of the climate. They are characteristically able to overcome bad feelings, however, usually relying on interpersonal relationships with Brazilian friends.

Beyond having learned to engage in Brazilian activities and finding them enjoyable or pleasant, adapted Volunteers respond positively on a purely emotional level to a variety of cultural stimuli not directly associated with their behavior (which are felt as neutral or aversive by non-adapted Volunteers). By comparison with non-adapted Volunteers, adapted Volunteers tend to respond with positive affect to Brazilian manifestations of authority, Brazilian patterns of interpersonal communication, the

Brazilian hierarchial social structure and Brazilian manifestations of volition or personal agency.

(In no instance did the non-adapted Volunteers respond with stronger positive feelings than the adapted Volunteers. These results lend considerable support to the notion that the adapted Volunteer experiences more positive feelings toward various manifestations of the Brazilian culture in his daily life.)

In addition, the adapted Volunteers have positive feelings toward the general concept of Brazil as a whole, as well as toward the towns in which they live. Interestingly, they feel the potency of the formal Brazilian patterns of communication and of the Brazilian notions of volition and authority. Indeed, adapted Volunteers find Brazilians to exhibit many attractive cultural traits and exhibit positive affect for Brazilians in general; Brazilians are seen by them as being accepting and concerned, friendly and expansive, and spontaneous. At the same time, adapted Volunteers note few Brazilian traits which give them bad feelings. Of particular note is the finding that the adapted Volunteers feel that they, as individuals, are stronger than non-adapted Volunteers feel themselves to be.

Adapted Volunteers, then, emerge as people who interact a great deal with Brazilians while continuing to spend some time alone and enjoying occasional privacy. They have learned to enjoy participating in uniquely Brazilian activities and they continue to engage in favorite activities originally learned before coming to Brazil, thus choosing from a wide variety of satisfying activities. In general, they move toward the culture in which they are living, learning from and with host Brazilians, and acquiring positive feelings for the values Brazilians hold and for the way Brazilians do things.

CHAPTER II. TRAINING OBJECTIVES

The comparative study of adapted and non-adapted Volunteers indicates that there are six goal areas found to be correlated to cross-cultural adaptations. The cross-cultural training objectives in this section are directed toward these goals and are based upon empirical data obtained through the study. The six goal areas are:

1. New, Brazil-related activities
2. Transfer of stateside reinforcement activities
3. Personal behavior that affects Brazilians
4. Non-verbal communication
5. Emotional response
6. Factual information acquistion

Each objective stipulates a behavior or set of behaviors to be performed at minimally acceptable levels by the trainee, generally by a certain point in the training program. All quantifiers,* however, including suggestions as to the week of training by which the objective is to be met, should stand the test of application and are therefore subject to revision depending upon actual field conditions. On the other hand, the chronological order of meeting objectives within each classification and the statement of the performance outcome represent our best efforts at this time.

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*There is at present no established relationship between quantifiers, such as "at least three new gestures" or "at least two areas of informational knowledge," and the benchmark measures provided in Chapter IV. That is, we do not know, for example, that being able to list ten (and not nine or eleven) pleasing Brazilian behaviors assures that the trainee's profile on the Activities List will resemble that of the adapted Volunteer. Trainers are encouraged to experiment with changing these quantifiers until the correspondences are clearly established.

Some of the language of these objectives may seem abstract. Where objectives are found to contain abstract language or jargon, we urge that they be rewritten in more concrete language before incorporation into training syllabi.

In a sense, the objectives which follow break new ground, particularly in the domains of affective learning and acquisition of behavioral reinforcers. As the outcomes of this study revealed tendencies to a far greater extent than it produced hard conclusions, it is not suggested that the objectives in this section replace existing cross-cultural objectives before more investigation is done. Nor is the series of objectives under each goal statement by any means to be considered exhaustive of the possible performance indicators of achievement of the goal.

New, Brazil-Related Activities*

Goal Statement: The trainee should develop a repertoire of activities and pastimes in which he enjoys engaging regularly and which are available to him in Brazil.

- o At the end of each week of training, the trainee will have engaged in at least one new Brazil-related activity. (See Activities List, Appendix F.)
- o By the end of the fifth week, the trainee will report on at least one new Brazil-related, interpersonal activity in which he has begun to engage regularly and which gives him pleasure.
- o By the end of the last week, the trainee will report on at least three new Brazil-related activities in which he regularly engages (twice a week or more) and which give him pleasure.

*The objectives are based on the results presented in Table 22 on Page 104, Table 23 on Page 105, and Table 28 on Page 112.

Transfer of Stateside Reinforcers*

Goal Statement: The trainee should learn to transfer to the Brazilian context certain of the enjoyable activities and pastimes in which he regularly engaged before leaving the United States.

- o By the end of the first week of training, the trainee will identify those activities which gave him gratification and pleasure in the United States; and, in conference with staff members, will identify those which are likely to be transferable to the Brazilian environment in which he is to live.
- o By the end of the last week, the trainee will report on the extent to which he has begun to transfer his stateside reinforcers to the Brazilian milieu.

*Based on results appearing in Table 29 on Page 115.

Personal Behavior that Affects Brazilians*

Goal Statement: The trainee should know which of his own characteristic behaviors please or displease Brazilians, and should behave more frequently in ways which please.

- o By the end of the fourth week of training, the trainee will identify those of his own actions or behaviors which he has perceived to be pleasing to most Brazilians and those perceived to be displeasing.
- o By the end of the last week, the trainee will neutralize, compensate for, or eliminate some of the behaviors which he identified as displeasing to Brazilians.
- o Throughout the last half of training, the trainee will experiment with and expand behaviors that are pleasing to Brazilians.

*Based on results that appear in Tables 30 and 31 on Pages 117-120.

Non-Verbal Communication*

Goal Statement: The trainee should incorporate into his own communication patterns Brazilian patterns of non-verbal communication.

- o By the end of the second week of training, the trainee, as a result of conversing with and observing Brazilians, will identify and make accurate conclusions as to the meanings of at least three new hand gestures.

- By the end of the fifth week, the trainee, when presented with a series of fifteen of the hand gestures most commonly used by Brazilians in normal conversation, will correctly explain the meanings of at least twelve.
- By the end of the last week, the trainee, in a conversation in Portuguese, will appropriately use at least five Brazilian hand gestures.

*Based on the results appearing in Table 16 on Page 81.

Emotional Response*

Goal Statement: The trainee should have good, positive feelings about Brazil and things Brazilian.

- In accordance with the affective assessment and measurement procedures outlined in Chapter III, Page 19, the trainee will:
  (1) Respond more positively toward Brazil-related stimuli and activities at the end of training than when measured after initial exposure.
  (2) Under staff guidance, interact with those stimulus clusters toward which he exhibits negative emotion, and engage in those activities toward which he manifests negative feelings in an attempt to modify his emotional responses so that his feelings toward at least half of the stimuli and activities are minimally positive.
- By the end of the last week of training, the trainee will list at least ten behaviors commonly exhibited by Brazilians which he finds attractive, pleasant, or engaging.**

*These objectives are based on results of the Verbal Semantic Differential, Activities List, and Questions G and H of the Volunteer Interview discussed on Pages 86-103 and 108-109.

**Based on results presented in Table 34 on Page 124.

Factual Information Acquisition*

Goal Statement: The trainee should know enough historical and contemporary information about Brazil to avoid appearing inexcusably ignorant or uninterested.

- By the end of the third week of training, the trainee will identify at least one Brazilian (not a staff member) as an informal "tutor" on factual information about Brazil.
- By the end of the fourth week, the trainee will correctly identify at least 80 per cent of fifty listed Brazilian historical figures, Brazilian contributors to the arts, social sciences, and sports, and important Brazilian place names.
- By the end of the seventh week, the trainee, working from a series of fifty factual statements describing the most important figures in Brazilian history, cultural affairs, and contemporary life, will correctly name at least 80 per cent.
- By the end of his field stay, the trainee will identify at least two areas of informational knowledge which he perceived to be important in the day-to-day conversation of people at the field stay site.
- By the end of the last week of training, the trainee, choosing from a list of topics covering major trends of Brazilian social and economic history and contemporary affairs, will discuss one major trend in depth correctly citing basic factual information.
- By the end of the last week, the trainee will discuss either the historical importance or the significance in recent social or economic history of the city or region of his assignment.
- By the end of the last week, the trainee will have read at least one book in English and two magazine articles in Portuguese on topics related to Brazilian history, economics, politics, arts, or social problems.

*Based on results presented in Table 18 on Page 83.

It is appropriate to add a few remarks about writing learning objectives in behavioral terms for outcomes in the affective domain. This is an area in which few guidelines are available because of the obvious difficulties in unambiguously identifying behavioral indicators of emotional states.

Furthermore, those behaviors which are identifiable tend to appear trivial when cast in the language of objectives. It has been pointed out, though, that the true test of triviality is whether the absence of the required performance has serious or trivial consequences. Thus, for example, while it may seem trivial to stipulate in an objective that the trainee is expected to "mention five things that he likes about Brazilians," his inability to mention any indicates potential substantial consequences (Mager, 1972).

The goal statements which head each section are not behavioral objectives; they are deliberately general and are intended to help focus the intent of the objectives in the sense that they describe end-states of which the objectives are, hopefully, behavioral indicators. The test, then, of each objective is whether it is found to actually provide an indication of attainment of the goal.

CHAPTER III. GUIDELINES FOR CROSS-CULTURAL LEARNING

These training guidelines are presented as suggestions for meeting the cross-cultural training objectives. They were developed by:

- referring to the study instruments,
- identifying those behaviors, feelings and attitudes, and areas of knowledge which were found to be important for adaptation,
- brainstorming possible training strategems.

In general, two types of strategies will be found in this section: Suggested activities, in which either the trainee or the trainer engage, and the means to provide trainees with opportunities, motivation, or curiosity on the assumption that providing these conditions will encourage self-teaching.

As many of the findings of the study indicate that approach behavior is of paramount significance for adaptation, the guidelines suggest, above all else, strategies for encouraging this kind of behavior.

The guidelines have not been incorporated into a comprehensive training methodology, nor are they intended to replace any such methodology. They do include techniques, some of which we believe to be new, which we feel will help trainees arrive at desired outcomes.

Suggested Training Strategems - Behavioral

Some of the items mentioned below are not training techniques in the accepted sense of the term, but are ways in which the training staff can expect to motivate trainees to discover and begin to learn to like important Brazil-related activities. The seven activities treated in this section are those which adapted Volunteers do more and like more than do non-adapted Volunteers. The list of suggested strategems is not meant to be exhaustive, but rather to stimulate the trainer's thinking by providing a variety of alternatives.

1. Listening to Brazilian music

   - Decorate training center with posters of popular artists.
   - Post newspaper and magazine articles about popular artists.
   - Play Brazilian music during language class breaks.
   - Provide written versions of popular songs for casual perusal and also for learning songs in language classes. There are several magazines available.
   - Reimburse trainees for tickets to all concerts.
   - Sponsor a series of optional evening concerts at the training center featuring either a single artist whose music is discussed (e.g., Chico Buarque) or a group of related artists (e.g., Caetano, Bethania). Trainees can select the program and give whatever explanations are appropriate.
   - Arrange for trainees to visit rural areas or invite rural musicians to the training site for exposure to folk genres (e.g., desafio).
   - Invite musicians to the training site to demonstrate and explain Brazilian instruments (e.g., cuica, berimbau) and to teach interested trainees how to play.
   - Reimburse trainees for one Brazilian phonograph record each, or give each trainee one record as a present.
   - Arrange for trainees to watch selected TV programs featuring music, and to follow up with discussion as appropriate.

2. Going on a pleasure excursion

   - Identify nearby excursion areas and post list in training center.
   - Reimburse all trainee weekend travel to places relatively near the training site.
   - Sponsor excursions and reimburse expenses of Brazilians invited along by trainees.

3. Eating in a Brazilian home

   - Teach interested trainees to cook Brazilian dishes.

- Small groups of trainees and staff invite Brazilian friends for lunch, lanche, or dinner. (Hopefully, Brazilian friends will reciprocate.)
- Arrange home stays for those trainees interested.
- Other trainees visit those trainees who are in home stays.

4. Going to the beach
   - Sponsor volleyball games on the beach.
   - Trainees take part in a pelada (informal soccer game) on the beach.
   - Provide frescobol equipment.
   - Staff accompany trainees to beachside bars early in the program.
5. Talking with a Brazilian about local affairs
   - Staff clip articles of local interest from papers and trainees discuss them in language classes.
   - Invite important people (e.g., prefeito) from interior locations to visit the training program and talk informally with trainees.
   - During field stays, encourage trainees to attend mass, live in a pensao, and frequent bars.
   - Meet a Brazilian from an interior city, talk with him about the city, then visit the city.
6. Reading Brazilian newspapers and magazines
   - Buy several copies of each available newspaper every day.
   - Buy a broad sampling of Brazilian magazines each week for the training site and reimburse trainees for magazines they buy.
   - Use selected newspaper and magazine articles for discussion in and out of language class. Conduct optional seminars based on important articles.
   - Highlight and post special features from Brazilian magazines (e.g., Millor Fernandez).
7. Bate-papo
   - Suggest that trainees (male), either alone or at most in pairs, choose a barzinho to spend several hours in each week -- particularly on Saturday.

- Suggest that trainees spend several hours per week in their pensoes (with Brazilians only present) with no other objective than to become involved in conversation.
- Suggest that trainees go to the beach alone or in pairs.
- Staff members engage trainees in a great amount of informal conversation in English and in Portuguese.
- Suggest that each trainee spend an entire day, alone, in a poor bairro or small rural town.
- Suggest that trainees (male) spend an evening in a billiard hall.
- Suggest that trainees spend an evening/afternoon (maybe Sunday) in the praca.
- Suggest that trainees go on a bus trip and attempt to engage the person sitting next to him in conversation.
- Suggest that trainees visit events such as the feira hippy.
- For each of the above activities, help the trainee develop a mental list of questions to ask about factual information related to the place he's in.
- Invite large groups of students, school children, English students to spend an afternoon at the training site.

Suggested Training Strategems - Non-Verbal Communication

1. Nucleos*

The following gestures might be incorporated into nucleos which are presently available and in use. The gestures are taken from the Gestures Test and do not represent an exhaustive list.

- Restaurant nucleo

  mais ou menos
  bacana otimo
  A conta, por favor.
  nao
  Vamos comer.

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*This term refers to the integrated language/cross-cultural learning method recently developed by CRE. The three nucleos listed here are on file.

- Mercado central (central market) nucleo

    amigos; iqual
    passar a cantada
    vivo; ficar de olho aberto
    ladrao; Esta roubando.

- "Vamos ao cinema" ("Let's go to the movies") nucleo

    tanto faz
    vamos
    muito; Faz muito tempo.
    cheio de gente
    saco cheio

2. Tasks for home or pensao stays

    - Trainee learns to recognize and make five new gestures from Brazilians with whom he lives.
    - Trainee teaches these gestures to at least one other trainee.
    - Trainee develops and role-plays a dialogue in Portuguese in which five Brazilian gestures are required.

3. Informal activities

    - Conduct individual informal tutoring sessions where one staff member teaches gestures to one or two trainees.
    - Staff teach gestures as situations arise in which they are appropriate.

Suggested Training Strategems - Affective

The measurement of affective responses to Brazilian stimuli and activities undertaken in the study (Verbal Semantic Differential and Activities List) point to the futility of any pre-training measurement of trainee responses to these stimuli. Trainees who have never encountered a Brazilian stimulus, such as feijoada (black bean and pork stew), for example, cannot be expected to feel much of anything in response to it. We suggest therefore that the first several weeks of training be designed so that all trainees are systematically exposed to each of the stimuli which will be measured.

At the end of this period, probably about three weeks in duration, the first measurement of emotional response might be made; a second measurement would then be made at the end of training, giving an initial and a final set of data instead of pre- and post-training.*

Trainees who respond negatively to important Brazilian stimuli should receive training directed toward changing their affective responses to the particular problem stimuli.

Training to counter-condition an aversive response might be a combination of continued exposure to the stimulus, accompanied by a staff member or alone, and by counseling sessions with staff members. It would also be possible to involve a Volunteer who demonstrates positive emotional responses to the stimulus as a "guide."

Training for positive affect would probably vary with each stimulus and each trainee; however, continued exposure and counseling would appear to be helpful in any instance.

We present two suggested tactics for changing affect, one where the Volunteer feels negatively toward an activity in which he is called upon to participate, and the other where his negative emotional response is to conditions of the Brazilian interpersonal, social, or physical environment.

1. Aversive activities

A possible training sequence for affective change toward a stimulus such as bate-papo is:

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*This measurement would consist of administering revised forms of the Verbal Semantic Differential and the Activities List.

a. Identify the causes of the negative affect. For example:

- Does the subject matter seem uninteresting?
- Does the level of intellectual stimulation seem too low?
- Does the trainee lack information with which to participate?
- Is langugage inadequacy the problem?
- Does the trainee object to attitudes demonstrated by Brazilians?
- Is the trainee embarrassed?

b. Develop with the trainee activities aimed at eliminating or diminishing the causes of his negative feelings, and provide opportunities for continual re-exposure to bate-papo situations. For example, if it were found that the trainee felt that bate-papo sessions in which he had participated were dealing with topics in which he had no experience, low interest, and little to offer to the conversation, the following activities could be developed:

- Suggest interpersonal experiences in which the trainee could participate easily.
- Discuss experiences in English with bilingual Brazilians.
- Discuss experiences with language trainers in Portuguese and learn slang and non-verbal signs.
- Try bate-papo again with Brazilians outside the staff and attempt to talk about the experience.
- Repeat these steps.

2. Aversive conditions

A negative emotional response to such stimuli as Brazilian authority symbols, for example, is probably linked to a trainee's experiences with authority figures in the United States. The training sequence should incorporate elements of both experiential learning and cognitive understanding of Brazilian attitudes toward authority. Possible activities are:

- Interviews with Brazilian authority figures such as prefeitos, patroes, and agency heads to examine leadership styles and philosophy, and to understand the problems and perspectives of the authority figures.
- Interviews with employees of the same people.
- Discussion with Volunteers who also have had negative feelings but have learned to successfully deal with them.
- Study of Brazilian history and sociology.
- Spending time in a government agency office and discussing the experience with staff members.
- Home stays during which the trainee carefully observes inter-action between a dona de casa and empregada.
- Meeting and socializing with the trainee's future supervisor.
- Incorporating, with collaboration of trainees, elements of the Brazilian way of managing authority into decision making during the training program.

Suggested Training Strategems - Cognitive

1. List of pairs of questions about Brazil and the U.S.

Trainees develop a list of questions which ask for information which is common knowledge in the United States, and then find answers to parallel questions about Brazil. For example:

- Who discovered America?
- Who discovered Brazil?
- In what region of the U.S. is Georgia located?
- In what region of Brazil is Goias located?

This activity could be used as a pre- and post-training measurement procedure as well as a motivator for acquiring basic factual information.

2. Resource list

Trainees are handed a list of resources which they can use to help them acquire the basic factual information indicated in the Objectives. The list should contain:

- a basic historical textbook
- map
- specially prepared handouts
- movies
- names of informants in the various subject areas
- places of interest in or near the training site which can be visited (e.g., museum, concerts, sports stadium).

Trainees participate in decisions as to which resource people make formal inputs in the training program.

3. Activities integrated with language classes

- Dialogues about famous people and places.
- Drills using famous names and places. Example:
  "Eu moro na Rua Duque de Caxias."
  "A escola fica na Praca Tiradentes."
- Talk with a Brazilian about a political figure.
- Find out who Getulio Vargas was.
- Find out and report on the significance of data and names which appear on street signs, maps and pracas.

4. Field stay

- Trainee learns the most important factual information about his field stay site through conversations with residents.
- Preparation: The trainee writes a description of his home town including what he feels to be the most important factual information. He then formulates questions which his description answers. These questions form the skeleton of a questionnaire which he will use during his field stay.
- This activity can be supplemented by talking with Brazilians about their home towns to find out kinds of information they feel it is important to know. A complementary language activity might be developed from the questionnaires prepared to provide the necessary vocabulary. This activity could follow the normal format of dialogue, drill, role-playing, and task.

CHAPTER IV. THE MEASUREMENT OF CROSS-CULTURAL LEARNING

The purpose of this aspect of the project was to design a system of measuring cross-cultural learning and change which would be more relevant to the training objectives and content than the questionnaire method now in use. The system was to include pre- and post-training measurement, numerical scale values subject to reliability and validity testing, and methods which produce accurate representations of cognitive understanding as well as behavioral skills. It was intended that three instruments be developed: A test of understanding cultural concepts, or cultural dimensions test, to measure cognitive understanding; a staff observation rating scale to measure behavioral skills; and a trainee self-report scale to obtain measures in the affective domain.

The outcomes of the project led to a very different set of measuring instruments than those originally intended. The Cultural Dimensions Test was developed and empirically tested, but the results indicated that the test was a poor discriminator between adapted and non-adapted Volunteers, and an even worse discriminator between adapted Volunteers and Naive Americans.* The conclusion was either that the test items did not measure cognitive understanding of Brazilian culture or that high-order cognitive understanding of cultural phenomena is not correlated with successful adaptation. The indication is clear that this particular test should not be used at the present time to measure cross-cultural learning.

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*See Table 36 on Page 129 and Table 38 on Page 131.

Similar negative results were found with the Questionnaire on Nationality Clues, an instrument with essentially the same conceptual framework as the Cultural Dimensions Test but intended to measure American cultural determinants of behavior. It appears from our results that this type of situational-description, multiple-choice instrument, attempting to measure cognitive understanding of cultural phenomena, just does not discriminate between adapted and non-adapted Volunteers.

In contrast to the failure of this type of instrument, a straightforward measurement of the amount of factual information known about Brazil did discriminate effectively among all four study samples -- Brazilians, Adapted and Non-Adapted Volunteers, and Naive Americans.

A staff observation rating scale and a self report scale were not developed during this project, but several very promising alternatives were developed for affective and behavioral measurement.

This study has therefore produced five potential instruments for measuring adaptation:

1. The Gestures Test
2. The Factual Information Test
3. The Verbal Semantic Differential
4. The Activities List
5. The Structured Interview

The subtlety and complexity of the phenomena measured by these five instruments suggest a sharp departure from the present Peace Corps method of measuring cultural learning by means of a single instrument (which, it might be pointed out, has the same format and conceptual base as the two instruments with which we found negative results). The adaptation process is very complex and multi-dimensional (as indicated in the model on Page 4 of the Introduction) which in turn requires a complex and sophisticated system for its measurement.

This project has by no means produced such a system, but much of the initial work has been done, and it is now possible to outline procedures that will produce the complete system. It is suggested that the measurement system described below be put to use carefully, on an experimental basis, and that it be improved, revised, and upgraded as the steps outlined in the section on the experimental design unfold (see Page 38).

A Measurement System for Immediate Use

A system for measuring cross-cultural learning that is more relevant to training than the questionnaire method now in use does result from the outcomes of this report. It consists of the instruments administered and used as described below.

1. THE GESTURES TEST

Administration: Individually, at the end of training. The test should be administered in two ways, the first exactly as shown in Appendix A in order to measure comprehension, and the second to measure skill and use -- the individual is instructed to perform each gesture, in context, within a spoken Portuguese phrase.

Scoring: Make up a scoring sheet for each individual with two sets of numbers (1 through 15), one for comprehension and one for use. Indicate which item responses were correct, and compute a total score for comprehension and a total score for use.

Interpretation: Scores of at least 9 out of 15 are considered indicative of adaptive behavior for both comprehension and use, indicating non-verbal communication learning has taken place in the direction of positive adaptation.

2. FACTUAL INFORMATION TEST

Administration: In groups, at the end of training. The test should be administered exactly as shown in Appendix B.

Scoring: The scoring key for this test appears in Appendix B, page B-8. Indicate which item responses were correct, and compute a total score.

Interpretation: Scores of at least 21 out of 40 are considered indicative of adaptive behavior, indicating factual information acquisition has taken place in the direction of positive adaptation.

3. VERBAL SEMANTIC DIFFERENTIAL

Administration: In groups, at the end of the third week of training and again at the conclusion of training. The instrument should be administered exactly as shown in Appendix D, except that the concept "Volunteer town" should be changed to the name of the town where the training site is located.*

Scoring: Only the 12 concepts found to discriminate significantly between adapted and non-adapted Volunteers should be scored. These are:

Activity Scale:	Padrinho (godfather)
Potency Scale:	Ilmo Sr. (Most Illustrious Sir) Vontade (will) Chefe (chief, boss) Own name

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*This represents a very significant change from the study results, since feelings about the Volunteer's town are bound to be quite different from feelings about the training site town. It is recommended that this concept be included on an experimental basis, however, to determine its relationship to adaptation.

Evaluation Scale: Empregada (maid, servant)
Bate-papo (informal conversation)
Vontade (will)
Chefe (chief, boss)
Cachaca (cheap whisky)
Brazil
Training site town

The scoring keys for each of these 12 scores appear in Appendix D, beginning on Page D-17. Application of these keys will result in 12 separate scores as follows:

> Place the key over the response sheet, noting responses on each of the three seven-point scales. Add the three scale values together, then divide by three to obtain the final score. Example: A response sheet for the concept Padrinho on the Activity Scale indicates a 4 on the "noisy-quiet" rating, a 5 on the "alive-dead" rating, and a 6 on the "fast-slow" rating. The final score here would be $4 + 5 + 6 = \frac{15}{3} = 5.0$.

Make up a scoring sheet for each respondent with spaces for each score beside each of the 12 concepts. As each score is tabulated, enter it into the proper space.

Interpretation: The basis for interpreting these scores is the information presented on Pages 86-92. Mean scores considered indicative of adapted behavior for each activity are listed as follows (the value listed in each case is a lower limit).

Activity Scale:	Padrinho	5.0
Potency Scale:	Ilmo Sr.	4.2
	Vontade	5.9
	Chefe	4.6
	Own name	5.8
Evaluation Scale:	Empregada	4.5
	Bate-papo	5.2
	Vontade	5.6
	Chefe	5.9
	Cachaca	4.3
	Brazil	5.3
	Town	5.3

The interpretation and use of these scores should follow the suggestions outlined in Chapters II and III (Objectives and Training Guidelines). For the first administration, each of the 12 scores should be examined, and large discrepancies in the low direction from the lower limit scores (listed above) noted for individual trainees. Training strategies should then be employed to overcome or compensate for negative affect and to build upon and enhance positive affect.

Second administration scores (at the end of training) should be examined for increases in the positive direction. Scores showing such increases, or scores equal to or greater than the values for each scale listed above, indicate affective response in the direction of successful adaptation. The most meaningful use of these scores at the conclusion of training is not single-concept interpretation, but consideration of all 12 scores as a pattern. If an individual shows low scores on many of the items, his affective response is more similar to that of non-adapted than adapted Volunteers. Conversely, if most of his scores are equal to or greater than the key values, his response is similar to that of adapted Volunteers.

4. ACTIVITIES LIST

Administration: In groups, at the end of the third week of training and again at the conclusion of training. The instrument should be administered exactly as shown in Appendix F, except for instruction 2, which should read:

> For the first administration, "approximately how many times you have done it in the last three weeks."
>
> For the second administration, "approximately how many times you have done it in the last seven weeks."

This change in instructions means that the instrument form will also have to be changed. The headings "In the Last Month," "In the Last Two Weeks," and "In the Last Week," should be removed.

Scoring: Six separate scores are derived from this instrument, each of which is described as follows:

1. Liking Interpersonal Activities. This score is derived from the following 22 items:

   2
   6
   8
   11
   12
   13
   14
   17
   18
   19
   20
   22
   23
   24
   25
   28
   29
   30
   38
   39
   40
   41

   Note the like/dislike scale value for each of these items (where the scale is 1 to 5, dislike very much = 1 and like very much = 5), and calculate the mean across all 22 items. The calculation equation is: $\text{Mean} = \frac{\text{Sum of 22 items}}{22}$

2. Liking Brazil-Related Activities. This score is derived from the following 19 items:

   1
   2
   8
   10
   14
   17
   18
   19
   20
   24
   25
   28
   30
   32
   34
   35
   38
   39
   40

   Note the like/dislike scale value for each of these items, and calculate the mean across all 19 items. The calculation equation is: $\text{Mean} = \frac{\text{Sum of 19 items}}{19}$

3. Total Activities Liked. This score is derived from all 42 items in the instrument. Count the number of items scored either 4 or 5 on the like/dislike scale, and calculate the total. The calculation is: Sum = Total Number of Items

4. Total Activities Felt Neutral Toward. This score is derived from all 42 items in the instrument. Count the number of items scored a 3 on the like/dislike scale, and calculate the total. The calculation is: Sum = Total Number of Items

5. Frequency of Engaging in Interpersonal Activities. This score is derived from the same 22 items listed under #1 above. These are actually 22 separate scores, because the frequency score is simply noted for each of these interpersonal activities.

6. Frequency of Engaging in Brazil-Related Activities. This score is derived from the same 19 items listed under #2 above. There are actually 19 separate scores, the frequency score being noted for each of these Brazil-related activities.

Interpretation: The meaning and use of each of these 6 scores is described below:

- Liking Interpersonal Activities: Mean scores of 3.9 or above are considered indicative of adaptive behavior.
- Liking Brazil-related Activities: Mean scores of 4.0 or above are considered indicative of adaptive behavior.
- Total Activities Liked: Total scores of 30 or more are considered indicative of adaptive behavior.
- Total Activities Felt Neutral Toward: Mean scores of 7 or below are considered indicative of adaptive behavior.
- Frequency of Engaging in Interpersonal and Brazil-Related Activities: There are at present no benchmarks for these scores, except that high frequencies are considered indicative of adaptive behavior. It is suggested that each training program establish normative data for comparison among trainees, based on situational constraints and opportunities.

The interpretation and use of the Activities List scores are similar to those of the Semantic Differential. The instruments are administered at the same time, and are used for individual programming and counseling. For the first administration, large discrepancies in the low direction from the lower limit values on the Liking Interpersonal and Brazil-Related Scores should be noted for individual trainees. Individual learning activities should be designed in an attempt to develop a more positive attitude toward these types of activities that are so important to adaptation. Likewise, learning activities should be programmed to engage trainees in those activities they feel neutral toward in an effort to assist them in developing positive attitudes toward a rich variety of activities.

If the frequency values for individual trainees are low at the first administration, effort and resources should be expended in order to engage these trainees in as large a variety of activities as possible.

Second administration scores (at the end of training) should be examined for increases in the desired directions. Scores showing such increases, or scores equal to or greater than (less than, for the neutral score) the benchmark values, indicate that individuals have learned to engage in and enjoy activities important to adaptation.

An additional interpretation can be made for the frequency scores. Those trainees who indicate a comparatively high frequency of engaging in the key activities have probably taken much more advantage of the in-country training environment on their own initiative than have other trainees.

5. THE STRUCTURED INTERVIEW

Administration: Individually, at the end of training. This interview consists of 8 questions to be asked of each trainee. The questions are listed in Appendix H, but only Questions A, B, D, E, G, H, I, and J should be used. The interview should be conducted in a private, quiet atmosphere. The questions should be asked one at a time, the interviewer recording responses in writing or by means of a tape recorder. This interview could easily be incorporated into regular assessment procedures used in any given training program.

Scoring: There are no "scores" per se to be derived from the interview. Separate responses to each question should be listed and examined.

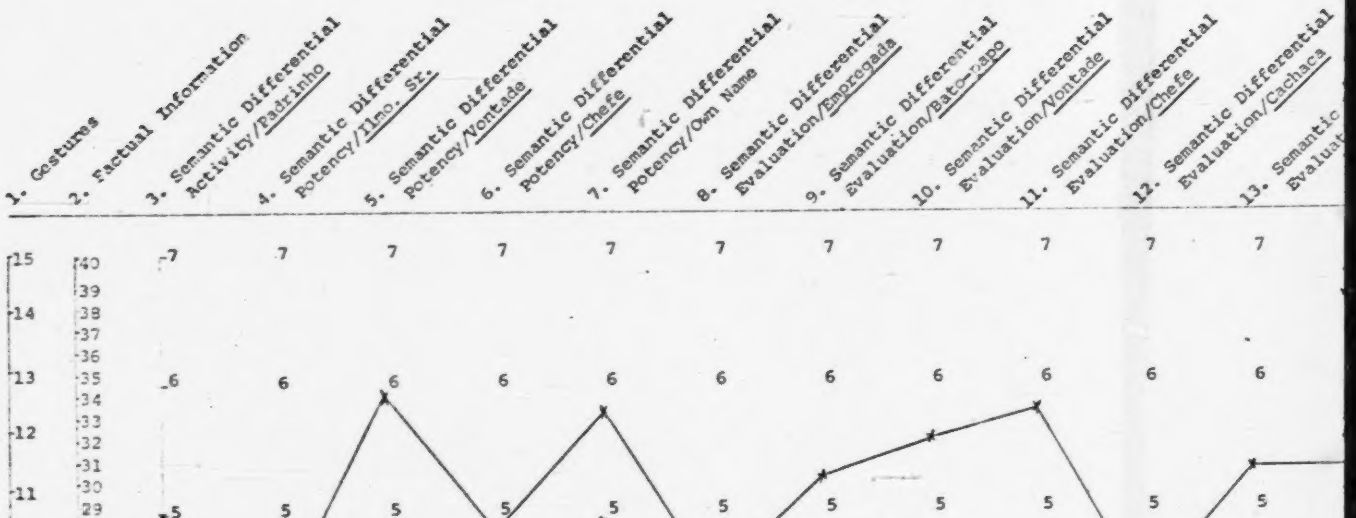
In general, responses to Question A should be numerous as well as interpersonal and Brazil-related; to Question B, varied and numerous; to Question D, numerous and specific; to Question E, numerous and specific; to Question G, varied and numerous; to Question H, specific and well defined (the interviewer should check the extent to which the trainee feels these are debilitating); to Question I, numerous and varied; and to Question J, specific and well defined (again check for debilitation).

Interpretation: Basic information and reference lists for interpreting these responses appear on Pages 104-127. Essentially, responses similar to the type listed above indicate that learning has occurred during the training program in the direction of adaptation, since these responses are similar to those given by adapted Volunteers.

Profile Interpretation and Use

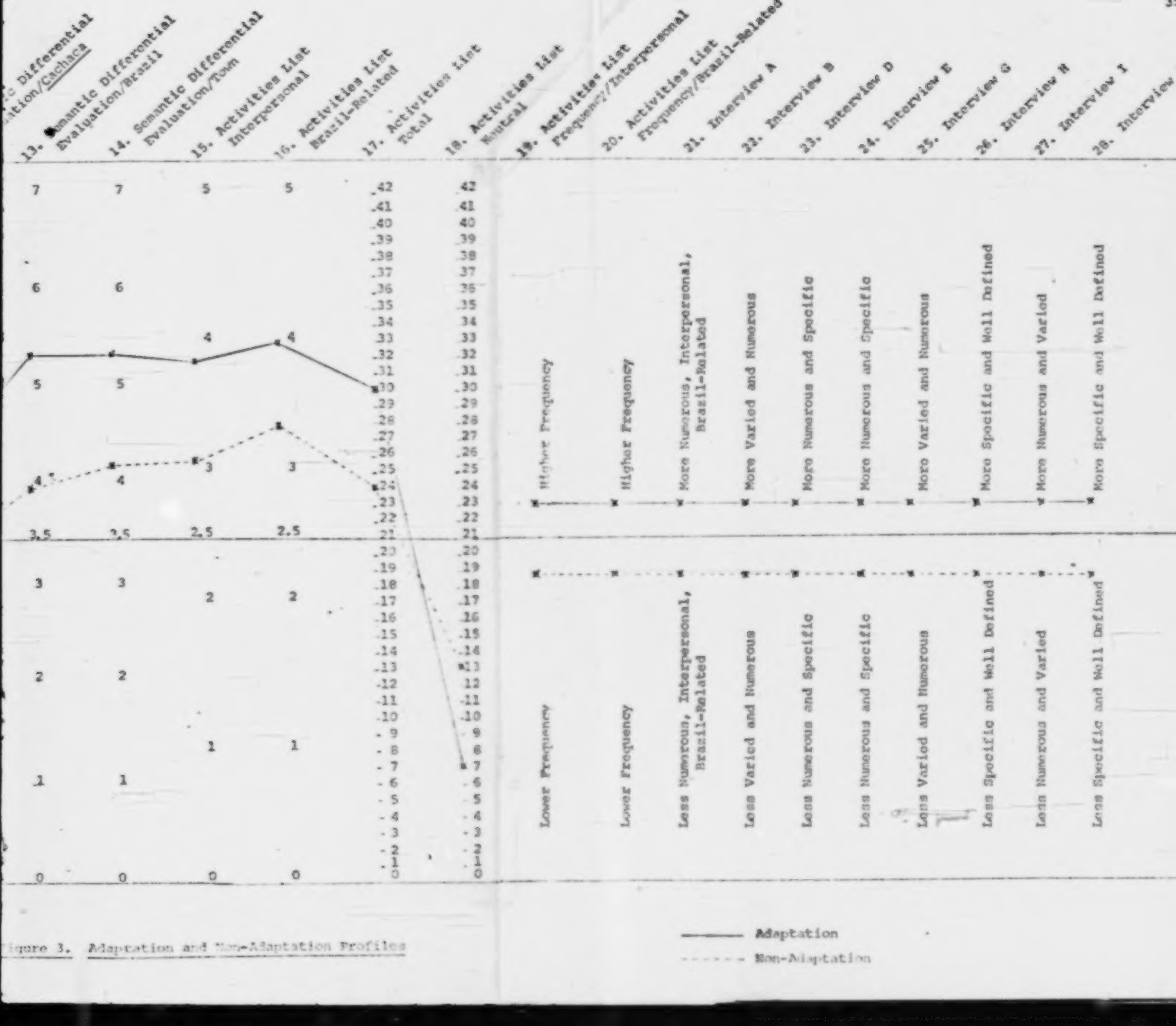
The most meaningful way to interpret and use the total set of data obtained at the end of training is not individual score interpretation, but examination of a profile across all 28 elements of information. The results described in various sections of this report clearly showed that adaptation, and therefore cross-cultural learning and adjustment, is very subtle and complex, requiring an equally complex measurement system. Adaptation appears to be an ever-changing process which reaches different states over time and which is comprised of cognitive, affective, and behavioral elements functioning in a holistic manner. A profile of measures across these elements, therefore, seems a more reasonable representation of an individual state of adaptation than do individual elements or measures taken alone.

Such a profile has been constructed in Figure 3. The two profiles shown here are direct interpretations of the adapted and non-adapted



NOTE: The scales represented here range from 0-5 to 0-42. The distance between items was lengthened or shortened for particular scales in order to provide a comparative representation, given the space provided.

Figure 3. A



igure 3. Adaptation and Non-Adaptation Profiles

Volunteer data obtained in this study and are, therefore, benchmarks for end of training measurements. It may appear that the points between adapted and non-adapted Volunteers for each scale are quite close together. These points were each found to be statistically different from each other, however, so they do provide solid reference values.

It is suggested that such a profile be constructed for each trainee, and the results compared to the adapted and non-adapted Volunteer profiles in this Figure. If the trainee profile is similar to the non-adapted Volunteer, the indication is that cultural learning and adjustment has not been successful and the likelihood is that the trainee will not adapt well. On the other hand, a profile similar to the adapted Volunteer indicates successful cultural learning and adjustment, and the chances are good that the trainee will adapt well.

Recommended Measurement System Development: An Experimental Design for Instrument Construction, and Reliability and Validity Testing of Measures

The measurement system outlined above could be put to immediate use in assessing cultural learning and adjustment, and is probably a better system than any now in use. However, it is not recommended that the system in its present state of development be used indiscriminately at this time. The work performed to date is only the first step in the process required to develop reliable and valid measurements. Some of the unanswered questions are:

- We may know how adapted Volunteers responded to the various instruments after being in Brazil for some time, but how would they have responded at the beginning and end of training? Are their in-service scores valid as benchmarks for end of service measurements?

- Each instrument used in this study was experimental, developed in a very short period of time. How much more precise would they be if they were rewritten, based on item analyses performed in this study?
- The Cultural Dimensions Test showed some promise, although it was rejected as an instrument to discriminate between adapted and non-adapted Volunteers. Could this be developed into an effective instrument if it were redesigned and rewritten according to the item analysis data?
- What is the stability, or test-retest reliability, of each of these measures?
- With what degree of validity can this measurement system actually predict later membership in adapted or non-adapted Volunteer categories when measures are taken at the end of training?
- What is the relationship between each of these measurements? How many dimensions are actually represented?
- Are there different ways to use the Semantic Differential to measure affect? What concepts other than the 27 used in this study may be important affective discriminators in adaptation?
- What about the Photographic Semantic Differential? Although it shows great potential, little is known of its effectiveness or use.

These questions and many more must be answered before this system can be put to use with confidence. Implementation of the experimental design outlined below is recommended to begin immediately for full development of the system.

Experimental Design

Step One: Instrument Revision. All of the instruments used in this study should be revised, based on the empirical item analyses appearing in the results section of this report (Part II, Chapter II, Page 81). The revisions required vary among the instruments, as described below.

The Gestures Test. Although only seven of the 15 items in this test proved to discriminate significantly between adapted and non-adapted Volunteers, all 15 items are important aspects of non-verbal communications and therefore should be retained. (The mean scores across all 15 items were significantly different.) The revisions required for this instrument are to increase its length, from 15 to 20 items, by adding perhaps five additional gestures that are deemed important to communication, and prepare instructions for measuring skill in using the gestures.

The Factual Information Test. This instrument should be revised by retaining the 15 items that were signficant discriminators, eliminating poorly written, less important, or ambiguous items (such as #31 and #38) and lengthening the test by including new items that better sample the range of information desired.

The Verbal Semantic Differential. Item analyses of this instrument should be carefully examined, not only for differences between adapted and non-adapted Volunteers, but for comparison of the Brazilian and Naive American responses as well. Non-significant items should be dropped through this process, and other items added based on information gained from the Volunteer Interview and Activities List.

Activities List. Revision of this instrument should also be based on item analysis data. Activities that successfully discriminated between adapted and non-adapted Volunteers should be retained and those that did not should be dropped. Items should be added to the instrument, based on data from the Volunteer Interview as well as consideration of the kind of activities trainees can be expected to engage in that are related to adaptation.

The Volunteer Interview. The eight items in this structured interview need no revision, but the manner in which it is administered at the end of training should be carefully designed. Also, further development is needed in deriving scores and meaningful interpretations from interview data.

The Photographic Semantic Differential. This instrument should be revised and prepared for further experimental use according to the suggestions outlined in Part II, Chapter I, Page 49.

The Cultural Dimensions Test. This instrument requires complete revision. The five items that discriminated significantly between adapted and non-adapted Volunteers should be retained, and the remaining 18 items rewritten or dropped. As many as 25 new items should be written, with careful attention paid to accurately describing situational examples of cultural dimensions and clearly distinct but subtle item alternatives. One way that alternatives could be developed is to present the situational descriptions to a number of Volunteers and Brazilians, asking them to write responses indicating what they would do and what they would not do in each example. Alternatives could then be developed based on a large amount of empirical information.

Step Two: First Administration. Each of the revised instruments should be administered, exactly as described and at the times indicated earlier in this chapter, to all trainees during the Summer 1973 Brazil training cycle. The Photographic Semantic Differential should be administered twice during the program, once at the end of the third week of training and again at the conclusion of training. The Cultural Dimensions Test should be administered at the conclusion of training.

Step Three: Reliability Testing. It is feasible to determine the statistical reliability of all the measures except the structured Volunteer Interview. An additional administration of the instruments is required one or two weeks after the post-training measurements have been taken. For the six instruments involved, therefore, the following administration schedule is required:*

	Time Schedule		
Gestures Test		End of Training	1-2 Weeks Later
Factual Information Test		End of Training	1-2 Weeks Later
Verbal Semantic Differential	End of 3rd Training Week	End of Training	1-2 Weeks Later
Photographic Semantic Differential	End of 3rd Training Week	End of Training	1-2 Weeks Later
Activities List	End of 3rd Training Week	End of Training	1-2 Weeks Later
Cultural Dimensions Test		End of Training	1-2 Weeks Later

The reliability coefficients should be determined for all resulting scores between the end of training administration and the measurements taken one to two weeks later. The test-retest method of reliability or stability estimation is preferred over internal consistency methods because it is important to determine how accurate and stable individual scores are when taken at different times rather than whether each instrument is internally consistent. That is, we are more interested in whether people respond to these instruments consistently from time to time than we are in whether the items in a given instrument are of equal difficulty or all measure the same thing. Some of these measures are heterogenous and therefore are not expected to have high indexes of internal consistency, but they should produce consistent responses among individuals over time.

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*We recognize the potential difficulties in administering the instruments one to two weeks after training ends (trainees may scatter to their various job sites, significant changes may occur during their first two weeks on the jobs, etc.). However, this administration must be done in order to establish the stability of the instruments.

Rather than having all trainees complete the total administration schedule outlined above, a 60 to 70 per cent random sampling should be done to obtain the final measures. The reliability coefficient for each resulting score is determined according to the Pearson product-moment coefficient of correlation. The equation (Guilford, 1965, p. 97) for computing this correlation from original data is:

$$r_{tt} = \frac{N\Sigma XY - (\Sigma X)\ (\Sigma Y)}{[N\Sigma X^2 - (\Sigma X)^2]\ \ [N\Sigma Y^2 - (\Sigma Y)^2]}$$

where r_{tt} = the coefficient of correlation, or the test-retest reliability coefficient

N = the number of subjects

X = original scores on variable X, or the raw scores from the end of training measurement

Y = original scores on variable Y, or the raw scores from the measurement taken 1-2 weeks after the conclusion of training

Step Four: Nomination of Criterion Groups. One year after the end of training measurements (when the trainees have completed one year of service) two criterion groups should be selected, one comprised of Volunteers who have adapted well to the life and culture of Brazil and the other comprised of Volunteers who have not. A nomination procedure similar to the one used in the present study should be followed. As described previously, an attempt was made in this study to obtain samples who were matched on several important variables. The attempt was not successful due to mismatching on marital status. It is strongly recommended that a careful matching procedure be completed, and that a group of at least 20 adapted Volunteers and 20 non-adapted Volunteers be selected who are well matched on age, sex, educational level, marital status, and urban/rural background, and who provide a good geographical representation of Volunteer service in Brazil.

Step Five: Validation Computations. The data obtained at the conclusion of training for these 40 Volunteers, in the two criterion groups, should now be subjected to statistical analysis for validation and predictive purposes. The same type of statistical comparisons completed in this study should be done, except that different statistical methods should be used, where possible. That is, analysis of variance (Guilford, 1965, Chapter 13) may be used rather than the t-test procedure, or if the t-test is used, the equation for matched samples (Guilford, 1965, p. 184) should be employed. The resulting values should be used to check the validity of the outcomes of this study, as well as to establish benchmark values for measurements taken at the conclusion of training.

In addition to testing for significant differences in the data between the adapted and non-adapted Volunteer groups, analyses should be performed to determine the magnitude of predictive relationship for the various measures. The point-biserial coefficient of correlation should be employed to determine the predictive efficiency of each end of training score in correctly identifying later membership in the adapted or non-adapted Volunteer categories.

Step Six: Construction and Use of Final Measurements and Scoring Procedures. Based upon the results of analyses performed in Step Three and Step Five, the final measurement system should be designed for consistent application. The key scores and benchmark values reported in this document for use with the present measurement system should be upgraded or replaced with the data resulting from the new analyses. Scoring procedures and users' guides should be designed not only for beneficial use at the individual training program level, but to ensure a continuous flow of data to a central location for re-checking and re-analysis. This last step is very important, since no measurement system should be employed for any length of time without periodic re-analysis to check for reliability and validity.

Additional Analysis

An additional analysis could be performed, perhaps as early as summer 1973, to cross-check the results of this study and thus provide more confidence in using the present measurement system during the interim when the experimental design is being carried out. This analysis would consist of simply repeating the present study with criterion groups of adapted and non-adapted Volunteers who were not included in the present study. The results would provide a cross-validation of the outcomes of this study and allow the present measures to be used with greater confidence, until the final system is produced.

PART II

CHAPTER I. WORK DESIGN, PROCEDURES AND METHODS

Development of Data Collection Instruments

Data collection instruments and an interview protocol were developed to begin answering some of the questions raised by a working model of cross-cultural interaction as shown in Figure 1 on page 4 of the introduction. The following eight instruments were prepared to generate a comprehensive set of affective, cognitive, and behavioral information:

1. Gestures Test
2. Factual Information Test
3. Verbal Semantic Differential
4. Photographic Semantic Differential
5. Activities List
6. Volunteer Interview
7. Cultural Dimensions Test
8. Questionnaire on Nationality Clues

An explanation of the rationale for devising each instrument, and the procedures used in its design and application, follows:

Gestures Test

Hand gestures form an important element of Brazilian interpersonal communication, serving both to supplement and at times to replace verbal communication. It is reasonable to assume, then, that the ability to understand and the ability to use these gestures facilitates adaptation to culturally different modes of non-verbal communication.

The Gestures Test used in this study, as shown in Appendix A, measured recognition of the meaning of fifteen common Brazilian non-verbal signs.

Items were selected from lists provided by Peace Corps Volunteers and trainers and by Brazilians. Potentially offensive or ambiguous signs, those judged to have major regional variation in Brazil, and those judged to be intuitively obvious were omitted.

Respondents were asked to verbally identify the meanings of the gestures as demonstrated by interviewers. Responses were tape recorded for later grading by a single judge.

Factual Information Test

The Factual Information Test (see Appendix B) was developed to determine whether or not significant differences exist between adapted and non-adapted Volunteers with respect to acquired knowledge of Brazilian history, geography, the arts, social science, and contemporary affairs.

A series of 125 multiple choice questions was generated, one hundred by Dr. Maxine Margolis of the University of Florida and twenty-five by the project staff. Of these, forty were selected for inclusion in the Factual Information Test. Fifteen items were rewritten as fill-in-the-blank questions. (References used for construction of the test were Smith, 1963; Wagley, 1963; and Burns, 1966.)*

Verbal Semantic Differential (See Appendix D)

In considering differences between adapted and non-adapted Volunteers, a common observation is that non-adapted Volunteers express more negative feelings toward their host country, and spend more time in negative mood states (apathy, anger, despondency), than do adapted Volunteers. In order to empirically investigate this observation, it was decided to obtain a measure of the affective response patterns of various Volunteers to salient Brazil-specific stimuli.

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*A full set of references appears at the end of this report.

A review of the literature indicated that an instrument modeled after the Semantic Differential (Osgood, Suci, and Tannenbaum, 1964; Osgood, 1964; Osgood, 1971; Pierson, 1972) would best meet our needs for the following reasons: (1) The semantic differential has been widely used in cross-cultural research. (2) Considerable reliability and validity testing has been done on the instrument. (3) The semantic differential yields a direct measure of affective feelings rather than intellectual conceptualizations of feeling states.

To construct the instrument employed in this study, the following twenty-seven stimulus items were selected on the basis of their reflecting or embodying salient, culturally determined facets of life in Brazil.

1. Arroz e feijao (rice and beans) - The most common foods in the Brazilian diet.
2. Saudade (nostalgia, longing) - A sentiment frequently expressed, highly valued, and regarded by Brazilians as rather unique to their culture.
3. Paquera (flirting) - In the Brazilian context, this term captures the social dynamic surrounding girl-watching, "being on the make."
4. Noiva (fiancee) - In a cultural setting where marriage is highly valued and stressed, this term embodies to a certain extent the value placed on matrimony.
5. Padrinho (godfather) - This stimulus was included to represent the complex network of Brazilian family obligations.
6. Vontade (will, volition) - This was included to represent the contrary of fatalism. (However, it is possible that respondents may also have reacted to either (a) the notion of good will or (b) the idea of strong self-concept and self-determination.)
7. Samba (carnival dance) - Carnaval is the most important season for Brazilians, and the samba is closely associated with it.

8. Jeito (adeptness; imaginative way to solve problems) - Brazilians value spontaneous, improvisational problem solving.

9. Doente (sick person; sick) - Volunteers working with poor people encounter these stimuli very frequently.

10. Feijoada (black bean and pork stew) - A typical Brazilian dish, generally associated with festive Saturday afternoon gatherings.

11. Piada (joke, pun) - Brazilians place high value on a sense of humor and on being good raconteurs.

12. Brazil - This stimulus was included to obtain an emotional response to the respondents' concepts of Brazil as a whole.

13. Bate-papo (informal conversation) - A valued and popular way of spending time in an interpersonal way.

14. Chefe (boss) - Included to obtain a measure of the respondents' emotional reaction to manifestations of authority in the Brazilian context.

15. Ilmo. Sr. (Most Illustrious Sir) - This common form of correspondence address typifies the value Brazilians give to formality.

16. Cachaca (sugar cane whiskey) - This stimulus was included to measure reaction to this ubiquitous drink itself and because it is a central element of many interpersonal situations, particularly among the lower class.

17. Cafezinho (espresso, demi-tasse) - Brazilians take this coffee drink several times each day and use the coffee break to socialize.

18. Pobre (pauper; poor) - Many Volunteers are in daily contact with staggering poverty.

19. Patrao (patron, protector) - This word was included to symbolize the Brazilian system of paternalism.

20. Empregada (domestic servant) - This stimulus was chosen as typifying class differences and the attitudes of members of the higher classes toward members of a lower class.

21. Mulher (woman) - Included to stimulate emotional reaction to sex-role differences in Brazilian culture.

22. Azar (bad luck) - Included to symbolize the attitude of fatalism.

23. Gracas a deus! (Thank God!) - This was included to obtain emotional response to the belief in and reliance on supernatural intercession.

24. Autoridade (authority) - Included to elicit response to the general concept of "authority."

25. Bairro (neighborhood; often a poorer area) - This word was included to measure emotional response to "one's place."

26. Town, by name - The Volunteer's living site in Brazil.

27. The Volunteer's own name - Included as a measure of how he is feeling about himself.

For each item, subjects were asked to make judgments along each of a series of nine bipolar scales. These scales measure the three factorially determined components of emotional response:

Activity:	Indicates the extent to which the stimulus elicits feelings of aliveness vs. death.
Potency:	Indicates the extent to which the stimulus elicits feelings of strength and power vs. weakness and powerlessness.
Evaluation:	Indicates the extent to which the stimulus elicits positive vs. negative feelings.

Subjects were requested not to worry or puzzle over items, but to record their first impressions, their immediate feelings about the stimuli.

Photographic Semantic Differential

The Photographic Semantic Differential was developed to obtain a second measurement of emotional responses to aspects of Brazilian life and culture. While measures of affective response were obtained with verbal symbols, it was decided to include photographic stimuli in an attempt to obtain a closer match between the symbol and the aspect of reality which was being symbolized (Jakobovits, 1969). For example, we used a photograph of a dirt road in place of the verbal symbol "dirt road" to try to measure the Volunteer's emotional response to his own traveling in uncomfortable circumstances. Also, it was anticipated that with respect to certain aspects of the social and physical environment, photographs would evoke more accurate emotional responses than would verbal stimuli. Whereas the abstract term "poverty," for example, might not evoke strong emotion, photographic representation of some of the manifestations of poverty (e.g., beggars) might.

The inclusion of the Photographic Semantic Differential, then, was experimental -- an attempt to obtain more complete affective data than was thought possible using only the Verbal Semantic Differential.

Several difficulties were anticipated in using photographs instead of words as the stimuli: First, a photograph, unless perfectly composed, would introduce not only the single stimulus symbol to which we wished the respondent to react, but a multiplicity of possibly distracting, contradictory or extraneous stimuli. Second, even when we could be quite certain that only a single stimulus was being presented, we could not be sure that it was the same symbol for the respondent as for the designer. For example, would a picture of a farm laborer symbolize the abstract concept "rural life," "manual labor," "paternalism," "poverty," or something else altogether?

In practice we encountered yet other difficulties in the construction of the Pictorial Semantic Differential. The photographer in Brazil produced an initial series of some fifty photographs, working from a list of "Brazil stimuli" transmitted to him at third hand, by telephone from Denver to Belo Horizonte and through English-Portuguese translation. On arrival in Brazil, we found only one or two photographs in this first set to be useful based on the criteria we had set. The principal difficulty seemed to be our failure to adequately communicate to the photographer the notion of a single, uncontaminated pictorial stimulus.

We then commissioned a second set of photographs which, although still imperfect, provided the ten stimulus items which were incorporated into the

Pictorial Semantic Differential. (Lack of time prohibited any member of the research team accompanying the photographer, a tactic which would probably have produced a greater number of usable photographs.) The photographs depicted the following:

1. Outhouse
2. Poor *bairro* (poor neighborhood)
3. Poor family
4. Rural farm worker
5. *Cafezinho* (espresso coffee)
6. Bus line
7. Rural landowner
8. *Bodega* (country store)
9. Street vendor
10. Dirt road

Unfortunately, due to logistical problems, this instrument was not administered to a sufficient number of Volunteers to provide meaningful statistical analysis. There are therefore no results reported in this document. We do, however, consider the attempt to have been worthwhile. We learned that a semantic differential of this sort could indeed be constructed, and general impressions tended to confirm our original supposition as to its usefulness.

More careful selection of pictorial stimuli, coupled with validation procedures to assure consistency of symbol interpretation, might well provide a Photographic Differential which elicits emotional responses which are clearer and stronger than those elicited by verbal stimuli and which tap into emotional responses which verbal stimuli miss.

Activities List

The profitability of focusing upon overt behavior as a means of determining variables necessary for change has been well documented through the efforts of behavior therapists (Franks, 1969) and contingency managers (Ayllon, 1963; Ayllon and Azarin, 1964; Ayllan and Azarin, 1965).

Similarly, there is good reason to suppose that a behavioral analysis ought to yield useful information in understanding the variables necessary for cultural adaptation.

The Activities List, as shown in Appendix F, is a questionnaire developed to measure the reinforcing value of selected common activities as well as the extent to which individuals engage in these activities. The instrument was modeled after Cautela's Reinforcement Survey Schedule (Cautela and Kastenbaum, 1967), Stanfiel's Daily Activities List and a combined use of the two (Uhes and David, 1971).

The Activities List consisted of forty-two items, presented in the following manner:

Go to futebol (soccer) game	dislike very much	dislike	neutral	like	like very much	number of times done

It was divided into three sections, according to whether "number of times done" referred to weekly, fortnightly, or monthly time frames.

Items were selected from the instruments mentioned above and from accounts of typical Peace Corps Volunteer activities as reported by former Brazil Volunteers and trainers. The items represented a broad range of common activities which appeared to be characteristic of both adapted and non-adapted Volunteers. In addition, items were selected to represent both interpersonal and non-interpersonal activities and activities identifiable as Brazilian and non-Brazilian.

Volunteer Interview

In order to supplement the instruments described above, a structured interview was developed to obtain additional information on individual behavior, affective states, and cognitions with specific reference to the Brazilian environment. Questions were open-ended, but attempted to elicit specific information as well as illustrative examples. The hour-long interview was conducted in three sections, following the administration of written instruments in the behavioral, affective, and cognitive areas. (See Appendix H.) Responses were tape recorded for later scoring and content analysis.

Interview questions related to activity and behavior elicited lists of (a) reinforcing activities which Volunteers learned in Brazil, (b) those which they learned in the United States and continued in Brazil, (c) aversive activities in which Volunteers engage in Brazil, and (d) Volunteer behaviors that were judged to meet with Brazilian approval and disapproval.

Questions related to affect elicited observations as to (a) pleasant and aversive elements of the Brazilian environment and (b) reinforcing and aversive Brazilian behaviors.

Questions related to the cognitive domain asked for estimates of cognitive learning that were thought to be useful for adaptation to the Brazilian environment and culture.

Cultural Dimensions Test

Cross-cultural training has always depended heavily on contrastive analysis of North American and target culture traits along socio-anthropological "cultural dimensions." Stated somewhat differently, we have usually assumed that if a trainee can be brought to understand the difference between the target culture and his own, and the reasons for those differences, he will more easily make the transition from living in the one culture to living in the other.

The Cultural Dimensions Test, as shown in Appendix I, was developed to test cognitive understanding of the major differences between North American and Brazilian cultures. If the assumption of the importance of cognitive cultural understanding were valid, we would expect to find significant differences between the levels of understanding of adapted and non-adapted Volunteers.

To establish a conceptual base for constructing the test, two members of the project staff conferred with Dr. Charles Wagley, noted Brazil scholar, at the University of Florida. Together we generated a series of fifteen continuums representing Brazilian and American Ideal Patterns, as shown below, to serve as bases for building the test questions.

	BRAZIL	USA
1.	*Parentela* (extended kinship pattern)	Orientation toward nuclear family
2.	Value on ties to place	Mobility
3.	Individualism	Community spirit
4.	Non-equalitarianism--class orientation	Equalitarianism
5.	Relative disregard of "race"	Orientation to "race"
6.	Ceremony	Informality
7.	Gregariousness	Privacy
8.	*Movimento* (action: noise)	Quietness
9.	Value on interpersonal relations over achievement	Value on achievement
10.	Double standard of sex	Equalitarian standard for sex
11.	Strong sex identity and role	Less strong sex identity and role
12.	Folk Catholicism	Nominal Protestantism
13.	"Get rich quick" ideal	"Save to be rich" ideal
14.	Emphasis on fate	Emphasis on rationality
15.	Paternalism	Personal independence

The format chosen for the test was that employed in the Cultural Assimilator (Fiedler, Mitchell and Triandis, 1971; Dossett and Mitchell, 1971; Symonds, O'Brien, Vidmar, and Hornik, 1967; Chemers and Chemers, 1967). Each question presented a culturally determined situation and four alternative explanations or solutions from which the respondent was instructed to choose the most appropriate.

Before administering the test to the Volunteers, three Brazilians and one American answered the questions in order to establish agreement on the answers to the questions. (Two items were discarded on which no agreement could be reached.) While a key was thus available, it was decided that the test would be scored to determine differences between adapted and non-adapted Volunteers rather than on the basis of "correct" interpretations established by the designers.

The twenty-three questions in the Cultural Dimensions Test were constructed to relate to the Ideal Patterns as follows:

Question 1 - Not related to any pattern
2 - Interpersonal relations/achievement
3 - Interpersonal relations/achievement
4 - Interpersonal relations/achievement
5 - Equalitarianism/class-orientation
6 - Interpersonal relations/achievement
7 - Equalitarianism/class-orientation and ceremony/informality
8 - Equalitarianism/class-orientation and ceremony/informality
9 - Folk Catholicism/nominal Protestantism
10 - Gregariousness/privacy
11 - Interpersonal relations/achievement
12 - Interpersonal relations/achievement
13 - *Parentela*/nuclear family orientation
14 - Interpersonal relations/achievement
15 - Sex identity and role
16 - Gregariousness/privacy
17 - Get rich quick/save to be rich
18 - Not related to any pattern
19 - Sex identity and role
20 - *Movimento*/quietness
21 - Ties to place/mobility
22 - Ties to place/mobility
23 - Sex identity and role

Questionnaire on Nationality Clues

One prevalent theory of cross-cultural adaptation states that a thorough knowledge of one's native culture will facilitate cross-cultural adaptation and subsequent overseas effectiveness (Stewart, 1969).

The Human Resources Research Organization has developed a 28-item, multiple-choice questionnaire on nationality clues designed to measure one's knowledge of peculiarly American values and behavioral traits (Kraemer, 1973). As this is the only instrument of its kind of which we were aware, it was included in the current study to measure Volunteers' knowledge of their own culture and to try to determine whether knowledge of one's own culture is truly associated with successful adjustment (see Appendix K).

The following American cultural characteristics are reflected in the test items:

Considerable job mobility
Desire for irrelevant quantification
Need to make comparative judgments
Equalitarianism
Need to be liked by everyone
Competition as a prime motivator
Belief that life offers many opportunities
  and that the self is the only limitation
Defining others in terms of what they do
Denying or ignoring expressions of positive affect
Individualism
Belief that first hand experience
  is the most valuable yardstick for decision making
Notion of community responsibility
Heavy task orientation
Viewing life as a series of problems to be solved
High value on youth
Compartmentalization of people
Men not openly expressing emotion
Strong commitment and belief in rationality

Participants

In order to achieve the purposes of this study, it was decided that four different samples of participants were required. The primary interest, of course, was in identifying and gathering information about Volunteers presently serving in Brazil who had adapted well to the culture. But the information concerning these Volunteers would mean little unless it was compared with the same information gathered from Volunteers who had not adapted to the culture. That is, we could isolate data characterizing

Volunteers, but the important thing was to differentiate critical elements of this data from non-adapted Volunteers. In this way, we could more efficiently base our training and measurement guidelines on only those elements shown to be positively associated with adaptation rather than non-adaptation.

Further, it was important to contrast information from Volunteers in Brazil with a comparable sample of Americans who had not been to Brazil and knew little about the country or its people. This comparison would allow us to eliminate information that was common knowledge to most Americans, and would also give us a profile of the "Naive" American as he might appear as he enters Peace Corps training. Finally, data collected on a comparable sample of Brazilians was important to provide direction and benchmarks for some of our findings. That is, their responses on instruments such as the Gestures Test and the Factual Information Test should serve as benchmarks, since they should score higher than the other groups. Also, it was generally assumed that adapted Volunteer responses would be more similar to the Brazilian responses than would those of the other groups.

The procedures followed for identifying the participants in each of these groups, as well as descriptions of their compositions are presented below.

Adapted and Non-Adapted Volunteers

The procedure for identifying these two groups of participants had to be independent of any of the data collection instruments, i.e., an independent selection criterion was required. It was decided that a nomination procedure was most feasible for this purpose. This procedure was the following:

1. The Peace Corps Director of each Brazilian state involved in the study was contacted first, followed by his assistant if there was one and if he was available. They completed the nomination form shown as Figure 4.

2. Volunteer nominators were then contacted. An attempt was made to include only those who had been in Brazil a minimum of eight months, and who provided the best possible program and geographical representation. These

As a State Director or Assistant you most likely have impressions as to how well adapted to the Brazilian culture most of the Volunteers in your State are. Please list those individuals who you feel are most adapted to the Brazilian culture and to living in Brazil. After completing this first list, please compose a second list of those Volunteers who you feel are least adapted to the Brazilian culture and to living here in Brazil. Please limit each list to ten persons.

Adapted Volunteers	Non-Adapted Volunteers
1. ____________________	1. ____________________
2. ____________________	2. ____________________
3. ____________________	3. ____________________
4. ____________________	4. ____________________
5. ____________________	5. ____________________
6. ____________________	6. ____________________
7. ____________________	7. ____________________
8. ____________________	8. ____________________
9. ____________________	9. ____________________
10. ____________________	10. ____________________

Figure 4. Nomination Form

Volunteer nominators were also asked to list up to ten Volunteers they thought were adapted to the Brazilian culture. (They were not asked to nominate non-adapted Volunteers.) In some instances, Brazilian nominators were substituted for Volunteers.

3. A nomination matrix was then constructed, with all nominators (Peace Corps staff, Volunteers, and Brazilians) listed across the top and all nominated Volunteers listed down the side. A separate matrix was constructed for adapted and non-adapted nominees. Each matrix was then filled in, and Volunteers were selected for contact based on the highest number of nominations received.

4. The adapted or non-adapted nominee was then contacted and told: "We're trying to find out what it is that Volunteers know about life in Brazil and how they like it here." They were also told that a Brazilian associate would be interviewed to provide additional information.

5. A Brazilian associate of each nominee was then contacted and interviewed in order to obtain corroboration (or contradiction) of the adapted or non-adapted nomination.

6. Data was then collected for each participant, at the end of which the Volunteer was asked to confirm his own nomination as adapted or not adapted to the Brazilian culture.

This procedure was followed simultaneously during an 11-day period by five teams of two staff members in five different parts of Brazil. The complete nomination matrixes that resulted from this procedure are presented in Tables 1-8, state by state, adapted Volunteers followed by non-adapted Volunteers. The results of this process can be summarized as follows:

> There were approximately 331 Volunteers in Brazil at the time of this study; 116 Volunteers were nominated for inclusion in the Adapted Volunteer Sample, from which 33 were selected; 31 Volunteers were nominated for inclusion in the Non-Adapted Volunteer Sample, from which 10 were selected.

The list of Volunteers included in the Adapted Sample, by demographic profiles, is presented in Table 9. The list of Volunteers included in the Non-Adapted Sample, by demographic profiles, is presented in Table 10.

Code No.	Nominators → Nominees ↓	State Director	Volunteers 1	2	3	4	5	6	7	8	Brazil Confirmation	Self Confirmation	Summary of Nominations
(3)	1*	X	X	X	X		X	X	X		X		6/8 V's + St. Dir. + Braz**
(20)	2*	X	X		X			X			X	X	3/8 V's + St. Dir. + Braz + Self
	3	X		X					X	X	X		3/8 V's + St. Dir. + Braz
(27)	4*	X	X	X			X		X		X	X	4/8 V's + St. Dir. + Braz + Self
(25)	5*	X		X						X	X	X	2/8 V's + St. Dir. + Braz + Self
(26)	6*	X					X	X	X		X	X	3/8 V's + St. Dir. + Braz + Self
	7	X	X										1/8 V's + St. Dir.
(14)	8*	X	X	X	X		X	X	X		X		6/8 V's + St. Dir. + Braz
	9	X		X	X	X	X	X	X		X		6/8 V's + St. Dir. + Braz
	10	X											St. Dir.
	11		X										1/8 V's
	12								X				1/8 V's
	13				X								1/8 V's
	14								X				1/8 V's
	15						X	X	X	X	X		4/8 V's + Braz
	16				X		X						2/8 V's
	17				X								1/8 V's
	18				X			X			X		2/8 V's + Braz
	19							X					1/8 V's
	20											X	Self
	21											X	Self
	22										X		Braz

* Selected for the Adapted Volunteer Sample

** In this case, the Volunteer nominee was nominated by 6 of 8 PCV nominators and the State Director. The nomination was corroborated by a Brazilian associate.

Table 1

Adapted Volunteer Nomination Matrix/Minas Gerais

Code No.	Nominators →	State Director	Volunteers								Braz. Conf.	Self Conf.	Summary of Nominations
	Nominees ↓		1	2	3	4	5	6	7	8			
	1	X		X			X						2/8 V's + St. Dir.
	2	X	X	X	X	X	X						5/8 V's + St. Dir.
(2)	3*	X	X	X	X	X				X	3	X	4/8 V's + St. Dir. + 3 Braz. + Self
	4	X	X						X	X			3/8 V's + St. Dir.
	5	X	X										1/8 V's + St. Dir.
	6	X	X										1/8 V's + St. Dir.
	7	X			X					X			2/8 V's + St. Dir.
	8	X											St. Dir.
	9	X											St. Dir.
	10	X											St. Dir.
	11			X	X	X							3/8 V's
	12		X	X			X	X		X			5/8 V's
(11)	13*		X	X			X	X		X	2	X	5/8 V's + 2 Braz. + Self
	14			X									1/8 V's
(5)	15*		X		X	X	X		X		3	X	5/8 V's + 3 Braz. + Self
	16		X										1/8 V's
	17		X										1/8 V's
(8)	18*		X			X	X			X	2	X	4/8 V's + 2 Braz. + Self
(4)	19*				X	X			X		3	X	3/8 V's + 3 Braz. + Self
	20					X							1/8 V's
	21					X			X				2/8 V's
	22				X								1/8 V's
	23				X								1/8 V's
	24						X			X			2/8 V's
	25								X				1/8 V's

* Selected for the Adapted Volunteer Sample

Table 2

Adapted Volunteer Nomination Matrix/Pernambuco-Natal

Code No.	Nominators → Nominees ↓	State Director	Volunteers									Braz. Conf.	Self Conf.	Summary of Nominations
			1	2	3	4	5	6	7	8	9			
(1)	1*	X				X	X	X				2	X	3/9 V's + St. Dir. + 2 Braz + Self
(12)	2*	X		X		X					X	2	X	3/9 V s + St. Dir. + 2 Braz + Self
	3	X				X			X		X			3/9 V's + St. Dir.
(19)	4*	X				X		X	X	X		2	X	4/9 V's + St. Dir. + 2 Braz + Self
(10)	5*	X					X	X		X		1	X	3/9 V's + St. Dir. + 1 Braz + Self
	6	X	X	X	X									3/9 V's + St. Dir.
	7	X		X			X				X			3/9 V s + St. Dir.
(9)	8*	X				X	X	X			X		X	4/9 V's + St. Dir. + Self
	9	X												St. Dir.
(7)	10*	X	X	X	X			X		X		2	X	5/9 V's + St. Dir. + 2 Braz + Self
(22)	11*		X					X	X	X	X	2	X	5/9 V's + 2 Braz + Self
	12		X	X										2/9 V's
	13		X	X										2/9 V's
	14		X											1/9 V's
	15		X		X				X					3/9 V's
	16		X	X				X	X					4/9 V's
(18)	17*		X	X	X				X			1	X	4/9 V's + 1 Braz + Self
	18			X	X									2/9 V's
	19			X										1/9 V's
	20				X				X					2/9 V's
	21							X						1/9 V's
	22							X			X			2/9 V's
	23							X						2/9 V's
	24								X					1/9 V's
	25									X				1/9 V's
	26										X			1/9 V's
	27										X			1/9 V's

* Selected for the Adapted Volunteer Sample

Table 3

Adapted Volunteer Nomination Matrix/Bahia

Code No.	Nominators → Nominees ↓	State Director	Deputy Director	Volunteers 1	Volunteers 2	Volunteers 3	Volunteers 4	Braz. Conf.	Asst. Conf. **	Self Conf.	Summary of Nominations
(6)	1*	X		X		X	X	2	X	X	3/4 V's + St. Dir. + 2 Braz + Asst + Self
(17)	2*	X	X	X	X	X		3	X	X	3/4 V's + St. & Dep. Dir. + 2 Braz + A. + S.
(23)	3*	X		X	X	X		3	X	X	3/4 V's + St. Dir. + 3 Braz + Asst + Self
(13)	4*	X		X	X	X		3	X	X	3/4 V's + St. Dir. + 3 Braz + Asst + Self
	5	X									St. Dir.
(15)	6*	X	X	X	X	X		3	X		3/4 V's + St. & Dep. Dir. + 3 Braz + Asst
(21)	7*	X	X		X			2	X		1/4 V's + St. & Dep. Dir. + 2 Braz + Asst
	8	X									St. Dir.
	9	X	X			X					1/4 V's + St. & Dep. Dir.
	10	X									St. Dir.
(24)	11*		X		X	X	X	3	X		3/4 V's + Dep. Dir. + 3 Braz + Asst.
	12		X								Dep. Dir.
(16)	13*		X	X	X	X		3	X	X	3/4 V's + Dep. Dir. + 3 Braz + Asst + Self
	14		X								Dep. Dir.
	15		X	X							1/4 V's + Dep. Dir.
	16			X							1/4 V's
	17			X							1/4 V's
	18			X							1/4 V's
	19				X						1/4 V's
	20					X					1/4 V's
	21					X					1/4 V's

* Selected for the Adapted Volunteer Sample

** NOTE: This column lists the results of the interviewer's Brazilian Assistant listening to a tape recording of the Brazilian Confirmation Interview and agreeing or not agreeing with the confirmation.

Table 4

Adapted Volunteer Nomination Matrix/Mato Grosso

Code No.	Nominators → Nominees ↓	State Director	Admin. Assistant (Brazilian)	Office Assistant (Brazilian)	Agency Rep. (Brazilian)	Vol 1	Vol 2	Self	Summary of Nominations
(30)	1*	X		X	X		X	X	1/2 V's + St. Dir. + OA + AR + Self
(29)	2*	X			X	X	X	X	2/2 V's + St. Dir. + AR + Self
(32)	3*	X		X		X	X	X	2/2 V's + St. Dir. + OA + Self
(33)	4*	X	X	X	X			X	St. Dir. + AA + OA + AR + Self
(28)	5*	X	X	X	X	X		X	1/2 V's + St. Dir. + AA + OA+ AR + Self
(31)	6*		X	X	X			X	AA + OA + AR + Self
	7	X			X				St. Dir. + AR
	8	X				X	X		2/2 V's + St. Dir.
	9						X		1/2 V's
	10						X		1/2 V's
	11	X	X	X	X				St. Dir + AA + OA + AR
	12	X	X						St. Dir. + AA
	13	X	X						St. Dir. + AA
	14				X				AR
	15			X					OA
	16		X	X					AA + OA
	17		X	X					AA + OA
	18			X					OA
	19		X						AA
	20		X						AA
	21					X			1/2 V's

* Selected for the Adapted Volunteer Sample

Table 5

Adapted Volunteer Nomination Matrix/Ceara

Code No.	Nominator →	State Director	Brazilian Confirmation	Self Confirmation	Summary of Nominations
	Nominee ↓				
	1	X			St. Dir.
	2	X	X		St. Dir. + Brazilian Conf.
	3	X			St. Dir.
	4	X			St. Dir.
(1)	5*	X	X	X	St. Dir. + Brazilian + Self Conf.
(2)	6*	X		X	St. Dir. + Self Conf.

* Selected for the Non-Adapted Volunteer Sample

Table 6

Non-Adapted Volunteer Nomination Matrix/Minas Gerais

Code No.	Nominators → Nominees ↓	State Director	Deputy Director	Brazilian Conf.	Assistant's Conf.	Self Conf.	Summary of Nominations
	1	X					St. Dir.
(3)	2*	X			X		St. Dir. + Asst.
	3	X					St. Dir.
	4	X					St. Dir.
(6)	5*	X	X	X	X	X	St.& Dep. Dir. + Braz + Asst + Self
(8)	6*	X		X	X		St. Dir. + Braz + Asst
	7	X					St. Dir.
	8		X				Dep. Dir.
	9		X				Dep. Dir.
(10)	10*		X	X	X	X	Dep. Dir. + Braz. + Asst. + Self
	11		X		X		Dep. Dir. + Asst.
	12		X				Dep. Dir.
	13		X				Dep. Dir.

* Selected for the Non-Adapted Volunteer Sample

Table 7

Non-Adapted Volunteer Nomination Matrix/Mato Grosso

Code No.	Nominators ⟶	State Director	Brazilian Confirmation	Self Confirmation	Summary of Nominations
	Nominees ↓				
(5)	1*	X	Could not identify approp. Braz. Conf.		State Dir.
	2	X			State Dir.
	3	X			State Dir.
	4	X			State Dir.
	5	X			State Dir.
(7)	6*	X	2		State Dir. + 2 Brazilian Conf.
	7	X			State Dir.
	8	X			State Dir.
	9	X			State Dir.
	10	X			State Dir.
(4)	11*	X	Could not identify approp. Braz. Conf.	X	State Dir. + Self Conf.
(9)	12*	X		X	State Dir. + Self Conf.

* Selected for the Non-Adapted Volunteer Sample

Table 8

Non-Adapted Volunteer Nomination Matrix/Pernambuco - Rio Grande do Norte

Table 9

Adapted Volunteer Sample

	Area	Education*	Sex	Married/ Single	Urban/ Rural Background	Age	Number of Months in Brazil
1.	Bahia	1	f	s	r	23	15
2.	Northeast	1	m	s	u	26	21
3.	Minas Gerais	2	m	s	u	39	8
4.	Northeast	1	f	m	r	23	26
5.	Northeast	1	m	m	r	24	26
6.	Mato Grosso	1	f	s	r	25	27
7.	Bahia	1	m	s	r	24	31
8.	Northeast	1	m	s	u	23	21
9.	Bahia	1	f	s	u	23	15
10.	Bahia	1	m	s	u	23	17
11.	Northeast	1	m	m	r	44	21
12.	Bahia	1	f	s	u	24	15
13.	Mato Grosso	1	m	s	r	27	24
14.	Minas Gerais	2	f	m	u	32	2
15.	Mato Grosso	1	m	s	r	23	8
16.	Mato Grosso	1	m	m	r	24	27
17.	Mato Grosso	1	f	m	r	23	27
18.	Bahia	1	m	s	r	26	27
19.	Bahia	2	m	s	u	25	15
20.	Minas Gerais	2	f	s	u	29	18
21.	Mato Grosso	1	m	s	u	22	7
22.	Bahia	1	f	m	u	27	66
23.	Mato Grosso	1	m	s	r	23	18
24.	Mato Grosso	1	m	m	r	24	27
25.	Minas Gerais	1	m	s	r	26	32
26.	Minas Gerais	2	m	m	u	32	15
27.	Minas Gerais	2	f	s	r	23	18
28.	Northeast	1	m	s	u	24	11
29.	Northeast	1	m	s	r	26	11
30.	Northeast	1	f	s	r	22	11
31.	Northeast	1	m	s	r	23	7
32.	Northeast	1	f	s	r	24	11
33.	Northeast	1	m	s	r	24	7

---

*1 indicates up to and including a bachelor degree; 2 indicates a master's degree or higher.

Table 10

Non-Adapted Volunteer Sample

	Area	Education*	Sex	Married/ Single	Urban/ Rural Background	Age	Number of Months in Brazil
1.	Minas Gerais	2	m	m	u	25	10
2.	Minas Gerais	3	f	m	u	24	10
3.	Mato Grosso	1	m	m	r	23	18
4.	Northeast	1	f	m	r	40	26
5.	Northeast	2	m	m	u	36	26
6.	Mato Grosso	2	m	s	r	26	7
7.	Northeast	1	m	s	u	24	18
8.	Mato Grosso	1	m	s	r	23	7
9.	Northeast	3	f	s	u	24	8
10.	Mato Grosso	1	f	m	r	21	7

---

*1 indicates up to and including a bachelor degree; 2 indicates a master's degree or higher.

Naive Americans

The Naive American Sample was selected from people living within a 150-mile radius of Denver, Colorado. Selection was made on the basis of an approximation of the Volunteer demographic information. It was not possible to make a more precise selection and matching because the selection of Volunteers and Naive Americans was done at the same time. A total of 27 participants were selected: 19 were professional people or housewives, the remaining were university or trade school students. The list of these 27 participants, by demographic profiles, is presented in Table 11.

Brazilians

The Brazilian Sample was selected from people living within a 300-kilometer radius of Belo Horizonte, Minas Gerais. Again, selection was made on the basis of an approximation of the Volunteer demographic information. The list of these 18 participants, by demographic profiles, appears in Table 12.

Table 11

Naive American Sample

		Education*	Sex	Married/ Single	Urban/ Rural Background	Age
1.	--	1	f	m	r	31
2.		1	f	m	r	27
3.		2	m	m	u	29
4.		2	m	m	u	33
5.		1	f	s	u	21
6.		1	f	s	u	21
7.		1	f	s	u	21
8.		1	f	m	u	25
9.		1	m	m	u	24
10.		2	m	m	r	29
11.		2	f	m	u	23
12.		2	f	m	r	24
13.		2	m	s	u	25
14.		1	m	m	r	24
15.		1	f	s	u	24
16.		1	m	s	r	27
17.		1	m	s	u	24
18.		1	f	m	r	25
19.		1	m	s	u	21
20.		1	m	m	u	25
21.		1	m	s	u	23
22.		1	m	s	u	25
23.		1	f	s	u	21
24.		1	f	m	r	24
25.		2	f	s	u	24
26.		1	m	m	r	23
27.		2	m	s	r	32

---

*1 indicates up to and including a bachelor degree; 2 indicates a master's degree or higher.

Table 12

Brazilian Sample

	Education*	Sex	Married/ Single	Urban/ Rural Background	Age
1.	1	m	s	u	26
2.	1	f	m	r	24
3.	1	f	s	u	21
4.	2	m	m	r	30
5.	2	m	m	r	37
6.	2	f	s	u	38
7.	2	m	m	u	34
8.	1	m	s	u	23
9.	1	f	s	u	23
10.	1	m	m	r	30
11.	1	f	m	r	36
12.	1	f	s	u	22
13.	2	f	m	u	31
14.	1	f	s	u	22
15.	1	m	m	r	31
16.	2	m	m	r	38
17.	1	f	m	u	38
18.	1	f	m	r	31

---

*1 indicates up to and including a bachelor degree; 2 indicates a master's degree or higher.

The Study Samples for Data Analysis

Data was collected from a total of 89 participants: 33 Adapted Volunteers, 10 Non-Adapted Volunteers, 27 Naive Americans, and 18 Brazilians. The instruments administered to each of these groups is presented in Table 13 below.

In order to analyze the data collected, equal numbers of subjects were selected from each of the four groups. Accordingly, the data base for this study was a total of 40 participants, 10 each from the Adapted, Non-Adapted,

Table 13

Instruments Administered to Each Sample

Sample Intrument	Adapted Volunteers	Non-Adapted Volunteers	Naive Americans	Brazilians
Gestures Test	X	X	*	X
Factual Information Test	X	X	X	X
Verbal Semantic Differential	X	X	X	X
Photographic Semantic Differential	X	X	X	X
Activities List	X	X	X	
Volunteer Interview	X	X		
Cultural Dimensions Test	X	X	X	X
Questionnaire on Nationality Clues	X	X	X	

*The Gestures Test was constructed in Brazil. The list of gestures could not be transmitted accurately or faithfully to the person who tested the Naive Americans as he, too, was a Naive American.

Naive American and Brazilian samples. This procedure was followed because it has been demonstrated (Guilford, 1965, p. 185; Boneau, 1960) that small sample statistics, notably the t-test, are seriously distorted when the number of subjects being compared differ markedly from each other.

During the selection process, an attempt was made to match each participant in the non-adapted group with a participant selected from each of the other three groups on the criteria of sex, marital status, urban or rural background, and educational level. The non-adapted Volunteers were the "anchor" group because their total number was ten, whereas there were larger numbers in each of the other groups from which to select. An attempt was made to further match adapted and non-adapted Volunteers on two variables: length of time in service and the area of Brazil in which they were serving.

The composition of the final four samples matched in terms of the six characteristics mentioned above are shown in Table 14 below.

Table 14

Composition of Final Four Samples

	Sex		Marital Status		Educ. Level		Back-ground		Average Months in Brazil	Area			
	M	F	M	S	1	2	U	R		Bahia	Minas Gerais	Mato Grosso	North-east
Adapted Volunteers	6	4	3	7	6	4	6	4	14.1	1	3	4	2
Non-Adapted Volunteers	6	4	6	4	6	4	5	5	13.9	0	2	4	4
Naive Americans	6	4	6	4	6	4	5	5					
Brazilians	6	4	7	3	7	3	5	5					

The code number of the final form samples compared to their original code numbers are presented in Table 15.

Table 15

Matched Sample Code Numbers

Adapted Volunteers										
Matched Sample Code	1	2	3	4	5	6	7	8	9	10
Original Code	3	11	15	17	19	21	26	27	30	32
Non-Adapted Volunteers										
Matched Sample Code	1	2	3	4	5	6	7	8	9	10
Original Code	1	2	3	4	5	6	7	8	9	10
Naive Americans										
Matched Sample Code	1	2	3	4	5	6	7	8	9	10
Original Code	2	3	4	8	16	18	19	25	26	27
Brazilians										
Matched Sample Code	1	2	3	4	5	6	7	8	9	10
Original Code	1	2	4	6	7	8	10	15	17	18

Inspection of Table 14 indicates that a good match was effected on all of the criteria except marital status. The discrepancy was especially acute between the adapted and non-adapted Volunteers, where three of the ten adapted Volunteers were married compared to six of the non-adapted Volunteers. The failure to match the adapted and non-adapted Volunteers on marital status was considered a serious discrepancy and led to the decision to analyze the total data set with Fisher's t-test (Guilford, 1965, pp. 184-5) for un-matched groups of equal size.

Analyzing the data with this type of statistic results in an overall smaller number of significant differences found, since the matched sample statistic would subtract the correlation between the groups from the denominator of each t-test, thereby making the resulting t-value larger than that obtained by the use of the t-test for un-matched groups (Guilford, 1965, pp. 177-80). The reported outcomes of this study are therefore conservative in a statistical sense.

Accordingly, all of the statistics used to test significant differences between samples are based on Fisher's t-test for un-matched groups. Unless otherwise noted, the critical value at the .05 level for each comparison is 2.101, with degrees of freedom equal to 18.*

Data Collection

In an 11-day period, five da[illegible] collection teams traveled a total of 6,000 kilometers by land in six Brazilian states to identify and gather information from and about 43 Peace Corps Volunteers. Each team was composed of an American (to identify Volunteer candidates and administer data gathering instruments) and a Brazilian (to interview the Volunteer's friends and co-workers). Each team followed the same procedure in collecting Volunteer data. The teams were comprised of the following people:

1.	Dr. Michael Uhes and Adalberto Ribeiro	State of Bahia
2.	David Rossiter and Jose Afoneo de Melo	Pernambuco, Alagoas, Rio Grande do Norte, and Paraipa
3.	Paul Jorgensen and Delano Carvalho	Ceara

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*For the reader who is not familiar with inferential statistics, an explanation of the .05 significance level is in order. When an outcome is reported to be significant at the .05 level, the meaning is that the probability of obtaining this outcome by chance alone is 5 in 100. Conversely, you can be 95% certain that the outcome was not due to chance.

5. Verbal Semantic Differential
6. Affective portion of the Volunteer Interview
7. Gestures Test
8. Factual Information Test
9. Questionnaire on Nationality Clues -- or cognitive portion of the Volunteer Interviews*
10. Self-identification -- Adapted or Non-Adapted

The single greatest limiting factor on the data collection process was lack of time. Interviewers were sometimes forced to go through the interview procedure in the quickest possible way, often somewhat mechanically. The next 200 kilometers of dusty road before the next interview was usually in the back of their minds. The time allowed for the explanation of what the project was all about was very limited. There was little time to build any personal relations to aid accurate responses. We dropped in, did our thing, and left.

All things considered, the Volunteers received us with amazing warmth and cooperation. The data resulting from the interviews was of high quality. Undoubtedly the vast experience among the twelve interviewers in dealing with Volunteers (63 man years) was largely responsible for the success of the data gathering process.

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*Fourteen of the interviews were conducted by giving the Questionnaire on Nationality Clues after the cognitive portion of the Volunteer Interview.

CHAPTER II. RESULTS OF DATA ANALYSIS

The results of analyses performed with the data resulting from each instrument are presented below, along with a brief interpretation of each finding.

Gestures Test (See Appendix A)

The means on the 15-item Gestures Test for the Adapted Volunteer Sample and the Non-Adapted Volunteer Sample are presented in Table 16. A t-test analysis was computed to compare the two means.

Table 16

Gestures Test - Means and t-test Analysis

Adapted Volunteers	Non-Adapted Volunteers
Mean = 8.7	Mean = 6.4

$t = 2.26$ ($t_{.05} = 2.10$, df = 18)

The mean for the Adapted Volunteer Sample was 8.7, compared to 6.4 for the Non-Adapted Sample (mean computed across fifteen items, correct responses vs. incorrect). This difference was significant beyond the .05 level of chance. The primary interpretation of this finding was that, as measured by the ability to understand the meaning of fifteen common hand gestures used by Brazilians, those who are adapted to life in Brazil comprehend this aspect of non-verbal communication better than those who are not adapted. To what extent adapted Volunteer use of gestures is greater than that of non-adapted Volunteers could not be determined. It would seem, however, that this would also favor the adapted group since understanding would necessarily precede correct usage.

In order to determine the importance of this finding, the Gestures Test was administered to ten Brazilians whose group characteristics were matched with the Adapted and Non-Adapted Volunteer Samples. All ten of these people scored 100% on the test. This means that the fifteen gestures incorporated in the test are common and recognizable aspects of communication, and that the test was constructed and administered accurately.

This finding also indicated that, although Adapted Volunteers understand the meaning of more gestures than do Non-Adapted Volunteers, there remain a number of common gestures which they do not comprehend.

An item analysis of the Gestures Test, in which Adapted Volunteer responses are compared with Non-Adapted Volunteer responses appears in Table 17 below.

Table 17
Gestures Test - Item Analysis

Item Number	Adapted Volunteers % Correct	Non-Adapted Volunteers % Correct
1	90	100
2*	70	44
3*	30	00
4*	80	44
5*	70	44
6	10	22
7*	40	00
8	50	33
9	100	90
10*	69	33
11	50	44
12	100	89
13	00	11
14	80	67
15*	40	11

*Indicates items on which responses differed significantly, where $t_{.05} = 2.10$, df = 18. In all significant cases, the Adapted Volunteer Sample scored a higher percentage than did the Non-Adapted Volunteer Sample.

Factual Information Test (See Appendices B and C)

The means computed across the 40-item Factual Information Test for the Brazilian, Adapted Volunteer, Non-Adapted Volunteer, and Naive American Samples appear in Table 18 below. A t-test analysis was computed to compare these means.

Table 18

Factual Information Test - Means and t-test Analysis

Sample	Means	
Brazilians	31.4	
Adapted Volunteers	20.9	(t = 2.26 $t_{.05}$ = 2.10, df = 18)
Non-Adapted Volunteers	14.8	
Naive Americans	7.0	

Each of these means is significantly different from the other, to an extent greater than the .05 level of chance, although only the t value for the Adapted Volunteer/Non-Adapted Volunteer comparison is presented. It is interesting that the Non-Adapted Volunteers scored twice as high as the Naive Americans, the Adapted Volunteers scored three times as high, and the Brazilians more than four times as high.

In this study, the most important comparison was between the Adapted Volunteer and Non-Adapted Volunteer Samples. The results indicate that Adapted Volunteers know more about Brazilian history, geography, economics, the arts, and current events than Non-Adapted Volunteers. There are two primary interpretations of this finding: (1) Volunteers become more easily adapted to life in Brazil and are able to engage in the culture better when they are more knowledgeable about Brazil; or (2) Volunteers who are able to involve themselves in the culture and are able to adapt become more knowledgeable about Brazil as a result of the engagement process. This type of cause and effect analysis was not possible in this study, so we cannot offer support to one interpretation over the other, although it appears that neither extreme position would be entirely correct.

An item analysis of the Factual Information Test, in which the responses from all four samples are compared, appears in Table 19.

Item Number	1	2	3	4	5	6	7*	8*	9*	10	11*	12*	13	14	15	16	17*	18	19	20
Brazilians % Correct (N=10)	70	60	90	60	80	100	100	60	100	40	70	40	20	60	50	100	90	80	80	20
Adapted Volunteers % Correct (N=10)	40	10	20	60	70	30	90	20	80	30	100	70	0	60	0	60	70	100	30	50
Non-Adapted Volunteers % Correct (N=9)	33	0	22	67	67	33	22	0	44	22	77	22	22	44	11	77	22	89	22	89
Naive Americans % Correct (N=10)	20	0	10	50	0	20	20	10	30	50	30	50	0	30	10	20	70	30	0	80

Item Number con't	21	22	23*	24*	25	26*	27	28*	29*	30	31	32	33*	34*	35	36	37*	38*	39	40
Brazilians % Correct (N=10)	100	100	90	100	90	100	40	100	100	90	80	80	80	90	100	100	80	40	90	90
Adapted Volunteers % Correct (N=10)	60	80	60	70	30	70	0	50	90	10	40	50	80	50	80	50	60	40	90	60
Non-Adapted Volunteers % Correct (N=9)	44	88	33	33	44	22	0	11	44	22	0	33	33	22	67	67	22	11	77	55
Naive Americans % Correct (N=10)	50	50	20	10	20	0	0	0	0	0	0	0	0	0	0	0	0	0	50	0

*Indicates items on which responses of Adapted Volunteers differed significantly from those of Non-Adapted Volunteers, where $t_{.05}=2.10$, df=18

Table 19

Factual Information Test Item Analysis

Verbal Semantic Differential (See Appendices D and E)

The means for all four samples on the three scales (Activity, Potency, Evaluation) of the Semantic Differential on each of the twenty-seven concepts are presented in Table 20. The t-test analyses were computed to compare each set of means between only the Adapted Volunteer and Non-Adapted Volunteer Samples. The results are noted for each significant difference, where $t_{.05} = 2.10$, df = 18. Where a significant difference was found between the Adapted and Non-Adapted Volunteer Samples, t-test analyses were computed and results noted between the other samples.*

The responses on only one concept, padrinho (godfather), were significantly different between the two Volunteer Samples on the Activity Scale. The Brazilian and Adapted Volunteers had identical means on this concept, and both were significantly higher than the Non-Adapted Volunteer mean.

Four concepts were found to be rated significantly different on the Potency Scale. Ilmo. Sr. (Most Illustrious Sir:), vontade (will), chefe (chief, boss), and own name were rated higher by the Adapted Volunteers than by the Non-Adapted Volunteers. Vontade was rated higher by Naive Americans than by Non-Adapted Volunteers; chefe was rated higher by Brazilians than by Non-Adapted Volunteers; and "own name" was also rated higher by Brazilians than by Non-Adapted Volunteers.

Seven concepts were rated significantly different on the Evaluation scale. Empregada (maid servant), bate papo (informal conversation), vontade (will), chefe (chief, boss), cachaca (cheap whiskey), Brazil, and Volunteer's town were all rated higher by the Adapted Volunteers than by the Non-Adapted Volunteers. Empregada was rated higher by Non-Adapted Volunteers than by Naive Americans, and was rated higher by Brazilians than by either Adapted or Non-Adapted Volunteers. Bate-papo was rated higher by Non-Adapted Volunteers than by Naive Americans, and was rated higher by Brazilians than by Non-Adapted Volunteers. Chefe was rated higher by Brazilians than by either Adapted or Non-Adapted Volunteers. Finally, Volunteer's town was rated higher by Non-Adapted Volunteers than by Naive Americans, and was rated higher by Brazilians than by either Adapted or Non-Adapted Volunteers.

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*Although a large number of differences appear to be significant between the Brazilian Sample and the other samples, as well as between the Naive American Sample and the others, time did not permit statistical analysis and reporting of these potential outcomes.

Interpretation of Results

It is interesting to note that the Adapted Volunteers rated only one concept significantly higher than the Non-Adapted Volunteers on the Activity Scale, while rating four concepts higher on the Potency Scale and seven concepts higher on the Evaluation Scale. Apparently, the criterion of Potency and that of Evaluation are more successful affective discriminators between adaptation and non-adaptation than is the activity criterion. In other words, Adapted Volunteers feel that more things about Brazil are "fair," "good," "sweet," (Evaluation) "big," "strong," and "deep" (Potency) than do Non-Adapted Volunteers, but the two groups feel about the same in terms of Activity -- "fast," "alive," and "noisy."

An examination of the four concepts that were felt to be more potent by the Adapted Volunteers than by the Non-Adapted Volunteers indicates several interesting findings.

Ilmo. Sr. or Most Illustrious Sir: This indicates that the Brazilian formal communication pattern has more strength and import in meaning to Adapted Volunteers. Also, Adapted Volunteers may feel more strongly about people who are addressed by the formal terms.

		Activity				Potency				Evaluation			
		Adapted Vols.	Non-Adapted Vols.	Naive Amer.	Brazil.	Adapted Vols.	Non-Adapted Vols.	Naive Amer.	Brazil.	Adapted Vols.	Non-Adapted Vols.	Naive Amer.	Brazil.
1.	Mulher (Woman)	4.8	4.6	4.6	4.5	4.1	3.8	4.2	4.6	4.0	3.7	4.7	4.2
2.	Gracas A Deus (Thank God)	4.2	4.7	4.5	5.5	4.1	4.2	4.9	5.6	4.2	4.8	4.1	6.4
3.	Empregada (Servant)	4.2	4.3	4.3	5.2	4.1	3.5	2.8	4.4	4.5 *	3.8 #	3.3 x	5.7 δ
4.	Ilmo. Sr. (Most Illustrious Sir)	4.2	4.3	3.8	4.4	4.2 *	3.4	3.6	4.0	3.7	3.8	3.8	4.2
5.	Bate-Papo (Small Talk)	4.7	4.5	3.8	5.2	4.7	4.1	2.4	5.8	5.2 *	4.4 #	3.5 x	5.4
6.	Doente (Sick)	4.0	3.9	3.9	3.8	3.2	3.9	2.8	3.1	2.5	1.8	2.3	2.1
7.	Cafezinho (Espresso Coffee)	4.7	4.4	4.2	4.1	4.7	4.4	5.0	4.4	5.6	5.7	4.0	6.2
8.	Vontade (Volition)	5.0	4.5	4.8	5.1	5.9 *	4.7 #	5.5	6.4	5.6 *	4.7	5.2	5.0
9.	Azar (Bad Luck)	3.9	3.9	3.5	3.9	3.8	4.0	4.7	4.3	4.1	3.3	3.5	3.9
10.	Autoridade (Authority)	4.3	4.2	3.7	4.3	5.2	5.2	4.7	5.8	3.7	3.6	3.1	4.1
11.	Patrao (Patron)	4.2	4.5	4.3	4.9	4.7	5.4	4.8	4.6	3.3	3.0	4.0	4.1
12.	Padrinho (Godparent)	5.0 *	4.2	4.5 x	5.0	5.6	5.2	4.7	4.9	5.5	3.8	5.0	5.6
13.	Chefe (Boss)	4.4	4.1	4.5	4.8	4.6 *	4.1	4.5 x	4.8	5.9 *	4.0	3.9	4.9 δ
14.	Feijoada (Black bean & pork stew)	4.3	4.0	4.2	3.3	5.4	5.0	4.7	5.8	4.5	4.1	4.6	5.1
15.	Arroz e Feijao (Rice & Beans)	3.8	3.9	3.6	4.4	5.0	4.3	3.6	4.6	4.5	4.5	3.9	5.7
16.	Cachaca (Cheap Whiskey)	5.0	5.1	5.2	5.0	4.5	4.9	4.6	4.7	4.3 *	3.4	3.1	3.5

17. Piada (Joke)	4.5	4.2	4.4	4.7	4.2	4.4	4.1	5.6	4.5	4.3	4.5	5.9
18. Noiva (Fiancee)	4.4	4.8	5.2	4.1	5.5	4.4	5.5	4.9	5.3	4.7	5.8	5.6
19. Saudade (Longing)	4.8	4.8	4.9	3.9	5.9	5.0	4.9	5.4	5.6	4.1	4.6	4.5
20. Samba (Samba)	6.5	6.1	6.0	5.5	5.8	5.2	4.6	5.9	5.7	5.2	4.8	6.0
21. Bairro (Neighborhood)	3.9	3.8	4.5	4.4	4.5	4.3	4.1	4.3	3.7	3.9	4.2	4.6
22. Paquera (On The Make)	4.3	4.8	4.7	3.8	3.9	4.3	4.6	5.3	4.9	4.0	4.7	5.5
23. Brazil (Brazil)	4.4	4.4	4.3	5.3	5.9	5.3	5.6	5.4	5.8 *	4.3	4.0 x	5.6
24. Pobre (Poor)	4.1	4.2	3.3	3.3	4.5	4.7	4.1	3.3	2.6	2.4	2.1	2.1
25. Jeito (Adroitness)	4.2	4.8	5.1	5.1	4.9	4.7	5.2	5.4	4.6	3.8	4.6	5.6
26. Town	4.5	3.6	4.3	4.1	4.4	4.3	4.0	4.8	5.3 *	4.2 #	4.7 x	6.1 ð
27. Name	5.3	5.4	5.5	5.2	5.8 *	4.9	4.6 x	5.8	5.1	5.1	4.7	6.2

* Difference between Adapted and Non-Adapted Volunteers is significant
# Difference between Non-Adapted Volunteers and Naive Americans is significant
x Difference between Non-Adapted Volunteers and Brazilians is significant
ð Difference between Adapted Volunteers and Brazilians is significant

Table 20

Verbal Semantic Differential Means and t-test Analysis

Vontade or will -- Unfortunately, there are three possible interpretations that might have influenced responses to this item: (1) free will or self-determination vs. fatalism as bi-polar cultural dimension, (2) personal will or wishes, and (3) good will (boa vontade is a Portuguese expression meaning good will). The first interpretation would indicate that Adapted Volunteers feel free will or self-determination is more potent in Brazil than is fatalism. The second interpretation has to do with the Volunteer's self concept, meaning that Adapted Volunteers feel their will or wishes are potent. The third interpretation indicates that Adapted Volunteers feel strength and impact from the Brazilian expression of good will.

Chefe or boss, chief -- This means that Adapted Volunteers feel the Brazilian authority pattern has a strong impact on them. It also may be related to the Volunteer's work relationships, where the Brazilian authority concept has a strong impact on these Volunteers.

Own name -- This finding is clearly related to the Volunteer's self concept, meaning that Adapted Volunteers feel themselves to be strong, potent entities as Americans working in Brazil, while Non-Adapted Volunteers feel weaker and less potent. This finding is reminiscent of the culture shock phenomenon (Oberg, 1970), wherein difficulty or failure to adapt results in a feeling of helplessness and lack of personal integration from a loss of familiar referents. Adapted Volunteers feel strong and potent perhaps because they have successfully integrated new referents into their personal style.

The seven concepts evaluated more positively by Adapted Volunteers provide useful insights:

Empregada or maid, and chefe or boss, chief -- One interpretation of this outcome is that Adapted Volunteers feel more positively toward the Brazilian vertical social structure than do Non-Adapted Volunteers. They accept the social structure the way it is and feel positively about it, while Non-Adapted Volunteers are debilitated by it, i.e., get upset by the way maids are treated, by the authority pattern, etc.

Bate-papo or informal conversation, and cachaca or cheap whiskey -- The finding that Adapted Volunteers feel more positively toward these two concepts indicates positive affect in regard to social interaction, since the two are so much a part of social interchange. Drinking and conversation, like physical contact, are important means of interpersonal communication, and a positive feeling towards them would seem a valuable asset to cultural adaptation.

Vontade or will -- A similar interpretation for this finding can be given as to the previous outcome for the vontade concept on the Potency Scale. Adapted Volunteers not only feel that the vontade concept is potent, but they also feel positively about it. This finding lends additional support for the self-concept interpretation given above, and the profile that emerges for the Adapted Volunteer is one of feeling strong, potent, and positive about oneself and what one wishes to accomplish as an American in Brazil.

Brazil -- This outcome is so predictable and straightforward that it needs little interpretation. Adapted Volunteers simply feel more positively about Brazil in general than do Non-Adapted Volunteers.

Volunteer's town -- This finding has implications that are consistent with other outcomes of this study. Adapted Volunteers feel more positively about the town in which they live and work than do Non-Adapted Volunteers. This is consistent with the outcomes of the Activities List as well as the Volunteer Interviews (to be reported in later sections). That is, Adapted Volunteers not only feel positively about their towns, but they like the things they do from day to day, also. They have found things that meet their needs and are satisfying to them in their local areas, while the Non-Adapted Volunteers have not. Adapted Volunteers may have a larger inventory of acceptable alternatives open to them (many of which are learned through engagement in the culture) that allow for satisfactory adjustment, while Non-Adapted Volunteers exhaust their alternatives and fail to adjust to the new environment. This finding is consistent with the conclusions reached in an earlier study (Taylor, Yagi, deMik, Tucker and Wight, 1966) where it was reported that creativity in terms of innovating and developing a large number of alternatives to the interpersonal as well as physical situation in a foreign setting are key factors to cultural adjustment.

The Activities List (See Appendices F and G)

The means on the like/dislike scale and the frequency for each of the forty-two items of the Activities List appear in Table 21. (This instrument was not administered to the Brazilian sample.) The t-tests were computed and noted for the mean differences on the like/dislike scale and the frequency values where $t_{.05} = 2.10$, df = 18. In order to gain the maximum amount of meaningful information from the data generated through this analysis, several different kinds of comparisons and item groupings were made, each of which is described separately below.

Interpersonal vs. Non-Interpersonal Activities

A number of the items in this instrument were clearly interpersonal activities, while others were not. The following two lists indicate the item numbers for these two types of activity:

Interpersonal Activities

2
6
8
11
12
13
14
17
18
19
20
22
23
24
25
28
29
30
38
39
40
41

Non-Interpersonal Activities

5
9
10
15
16
21
26
27
34
35
36
37
42

An analysis was made to determine differences in responses on these items between the Adapted Volunteer Sample and the Non-Adapted Volunteer Sample. A comparison was not possible with the Naive American Sample due to the different form of the instrument used for them. The results of this analysis are presented in Table 22 on Page 96.

Item Number	Mean Like/Dislike Scale Values					Mean Frequency Values			
	Adapted Volunteers		Non-Adapted Volunteers		Naive Americans	Adapted Volunteers		Non-Adapted Volunteers	Naive Americans
1 - Go to futebol (soccer) game	3.8		3.5		3.1	.3		.2	(Not Computed)
2 - Eat in Brazilian home	4.3	*	3.7		4.3	5.9		3.9	
3 - Visit Peace Corps office	3.2		2.9		---	4.2		4.9	
4 - Go on pleasure excursion	4.5	*	3.8	#	4.5	1.6		1.2	
5 - Go to beauty shop	2.7		2.5		2.0	.2		.4	
6 - Make a new acquaintance	4.7	*	4.1		4.0	8.7		9.1	
7 - Go to beach	4.8	*	3.8		4.9	5.0		2.1	
8 - Visit whorehouse	2.8		2.9		2.8	.4		1.4	
9 - Read an English book	4.2	*	4.7		4.4	2.6	x	10.0	
10 - Read a Portuguese book	4.4	*	2.5		2.6	1.0		1.0	
11 - Talk to American about positive things about Brazil	4.3		3.9		---	6.4		7.4	
12 - Talk to American about putting down Brazil	2.4	*	3.3		---	3.0	x	11.2	
13 - Talk to American about things in U.S.	3.6		4.0		---	4.8		13.4	
14 - Dance	3.9		3.5		4.1	3.2		2.8	
15 - Take pictures	4.1		4.0		4.2	2.8		12.4	
16 - Study Portuguese	3.5	*	2.9		3.3	3.8		4.2	
17 - Talk with Brazilian about work	4.4		4.0		3.8	14.8		8.8	
18 - Talk with Brazilian about local affairs	4.4	*	3.4		3.8	12.6		6.4	
19 - Talk with Brazilian about sports	3.3	*	2.6	#	3.4	2.6		5.0	
20 - Talk with Brazilian about women	3.9		3.5		3.7	10.6		7.4	
21 - Sing or play musical instrument: Alone	4.2		4.1		3.8	9.0		10.0	
22 - Sing or play musical instrument: With others	4.1		3.9		4.0	4.2		3.0	
23 - Play a sport	4.1		3.8		4.3	6.8		7.6	
24 - Play a card game	3.9		4.0		4.3	10.4		12.8	
25 - Play a board game	3.8		3.4		3.9	6.4		8.8	
26 - Lie down to sleep or rest	2.5	*	3.4		3.6	4.0		7.2	
27 - Write a letter	4.1	*	3.4		2.9	16.4		16.8	

28 - Drink *cachaca* (cheap whiskey)	3.2	*	2.0		3.4	10.8	x	3.2
29 - Go on a date	3.8		3.7		3.9	10.8		2.8
30 - *Namorar* (dating)	3.7		3.3		3.7	10.4		2.8
31 - Travel to visit work associates or clients	4.1		3.9		3.2	6.4		8.0
32 - Listen to Brazilian music	4.8	*	3.8		3.6	18.8		14.0
33 - Listen to American music	3.9	*	4.5		4.6	17.6		19.6
34 - Read newspaper	4.7	*	3.1		3.5	15.2		9.2
35 - Read Brazilian magazine	4.5	*	3.6		3.0	12.8	x	3.2
36 - Read American magazine	3.9	*	4.6		4.1	6.0		7.6
37 - Take a walk alone	4.0		3.7		4.2	8.0		4.0
38 - Take a walk with others	4.6	*	4.0		4.2	9.6		9.2
39 - Go to the bar	3.5		3.2		4.2	10.0		9.6
40 - Eat with Brazilians	4.1		3.7		3.7	13.6		8.0
41 - Eat with Americans	4.0		4.1		4.1	11.6		6.4
42 - Eat alone	2.5	*	3.6	#	2.9	7.6		10.8

* Difference between Non-Adapted and Adapted Volunteers is significant.
# Difference between Naive Americans and Non-Adapted Volunteers is significant.
x Difference between Non-Adapted and Adapted Volunteers is significant.

Table 21

Activities List - Mean Like/Dislike Scale Values
and Significant Differences, and Mean Frequency Values

Table 22

Activities List - Means and Differences
on Interpersonal vs. Non-Interpersonal Activities

	Interpersonal Activities		Non-Interpersonal Activities
Adapted Volunteers	3.9		3.9
	*		
Non-Adapted Volunteers	3.1	← * →	3.5

*Indicates significant differences, where $t_{.05} = 2.10$, df = 18

(scale = 1 to 5)

These results show that Adapted Volunteers liked interpersonal activities more than did Non-Adapted Volunteers. In addition, Non-Adapted Volunteers liked non-interpersonal activities more than they liked interpersonal activities.

Brazil-Related vs. Non-Brazil-Related Activities

There were a number of items included in this instrument that dealt with activities involving Brazilians or were distinctly Brazilian in nature, while other items were not. For example: "Read a Brazilian magazine" vs. "read an American magazine." Item numbers for these two types of activity are listed below:

Brazil-Related Activities

1
2
8
10
14
17
18
19
20
24
25
28
30
32
34
35
38
39
40

Non-Brazil-Related Activities

3
9
15
21
26
27
33
36
37
41
42

An analysis was completed to determine differences in responses on these items between the Adapted and Non-Adapted Volunteers. The results are presented in Table 23 below.

Table 23

Activities List - Means and Differences on Brazil-Related and Non-Brazil-Related Activities

	Brazil-Related Activities		Non-Brazil-Related Activities
Adapted Volunteers	4.0	*	3.7
Non-Adapted Volunteers	3.4	← * →	3.9

*Indicates significant differences, where $t_{.05} = 2.10$, df = 18.

This analysis indicates that Adapted Volunteers liked activities related to Brazil and Brazilians more than did Non-Adapted Volunteers, and that Non-Adapted Volunteers liked activities not related to Brazil and Brazilians more than they liked Brazil-related activities.

Frequency of Engaging in Activities

The analyses described above provide indications of affective response to various behaviors; but in order to gain a more complete behavioral description of Volunteer life, the frequency of engaging in the various activities must also be examined. Several comparisons were therefore made between the Adapted and Non-Adapted Volunteers in terms of their reported frequency of engaging in activities.

Table 24 presents a breakdown of the ten activities most frequently engaged in by Adapted Volunteers as compared to Non-Adapted Volunteers.

Table 24

Activities List - Most Frequently Engaged In Activities

Item Number	Mean Frequency Per 28 Day Period**
Adapted Volunteers	
*32 - Listen to Brazilian music	18.8
*33 - Listen to American music	17.6
*27 - Write a letter	16.4
34 - Read a newspaper	15.2
17 - Talk with Brazilian about work	14.8
40 - Eat with Brazilians	13.6
35 - Read Brazilian magazine	12.8
18 - Talk with Brazilian about local affairs	12.6
41 - Eat with Americans	11.6
29 - Go on a date	10.8
(Mean "like" scale rating on these 10 items was 4.3)	
Non-Adapted Volunteers	
*33 - Listen to American music	19.6
*27 - Write a letter	16.8
*32 - Listen to Brazilian music	14.0
13 - Talk with American about things in U.S.	13.4
24 - Play a card game	12.8
15 - Take pictures	12.4
12 - Talk with American: Putting down Brazil	11.2
42 - Eating alone	10.8
9 - Read an English book	10.0
21 - Sing or play a musical instrument: Alone	10.0
(Mean "like" scale rating on these 10 items was 3.9)	

---

*Indicates activities common to both lists.

**Frequency data was obtained in weekly, bi-weekly, and monthly units. The data was converted to a monthly unit for these analyses, where the scale ranged from 0 to 28.

The top three activities are the same in both lists, although the frequencies differ somewhat. The remaining seven items in each list are strikingly different, however, and suggest quite different patterns of behavior. Six of these seven items in the Adapted Volunteer list are Brazil-related activities, while only one of the seven is Brazil-related in the Non-Adapted Volunteer list. This latter list is characterized by American-related activities and activities engaged in alone. One of the items in this list is particularly interesting: The seventh most frequent activity reported by Non-Adapted Volunteers was talking with other Americans about putting down Brazil.

Table 25 presents a breakdown of the ten activities least frequently engaged in by Adapted Volunteers as compared to Non-Adapted Volunteers. Six of the ten items are common to both lists. Possible explanations of this are: (a) These six things are not done very frequently by American Volunteers in Brazil, and (b) it is simply not possible to engage in these activities as often as it is in others. (For example, in most places there are only four soccer games played each month.) It should be noted, however, that three of the items appearing on the Adapted Volunteer list of activities least frequently engaged in also appeared on the most frequent list of the Non-Adapted Volunteers.

The final comparison made with the frequency data is presented in Table 26. Here are presented items on which the two groups differed both in terms of frequency and liking/disliking. These results clearly support findings reported earlier. All seven of the activities done more frequently as well as liked more by Adapted Volunteers than by Non-Adapted Volunteers were Brazil-related activities, while none of the items similarly reported by the Non-Adapted group were related to Brazil.

Table 25

Activities List -
Least Frequently Engaged In Activities

Item Number	Mean Frequency Per 28 Day Period
Adapted Volunteers	
1 - Go to soccer game*	.3
5 - Go to beauty shop*	.2
8 - Visit whorehouse*	.4
10 - Read Portuguese book*	1.0
4 - Go on pleasure excursion*	1.6
9 - Read English book#	2.6
19 - Talking with Brazilian: About sports	2.6
15 - Take pictures#	2.8
12 - Talk with American: Putting down Brazil#	3.0
14 - Dance*	3.2
(Mean "like" scale rating on these 10 items was 3.6)	
Non-Adapted Volunteers	
1 - Go to soccer game*	.2
5 - Go to beauty shop*	.4
10 - Read Portuguese book*	1.0
4 - Go on pleasure excursion*	1.2
8 - Visit whorehouse*	1.4
7 - Go to beach	2.1
14 - Dance*	2.8
29 - Go on a dateδ	2.8
30 - Namorar (dating)	2.8
22 - Sing or play musical instrument: With others	3.0
(Mean "like" scale rating on these 10 items was 3.3)	

* Indicates activities common to both lists.
# Indicates activities included on Non-Adapted Volunteers' most frequent list.
δ Indicates activities included on Adapted Volunteers' most frequent list.

Table 26
Activities List -
Comparison of Activities Engaged In More Frequently and Liked More

Item Number	Mean Frequency		Mean "Like" Scale Rating*	
	Adapted	Non-Adapted	Adapted	Non-Adapted
Adapted Volunteers				
Do more frequently and like more than non-adapted Volunteers.				
2 - Eat in a Brazilian home	5.9	3.9	4.3	3.7
7 - Go to the beach	5.0	2.1	4.8	3.8
18 - Talk with a Brazilian about local affairs	12.6	6.4	4.4	3.4
28 - Drink cachaca	10.8	3.2	3.2	2.0
32 - Listen to Brazilian music	18.8	14.0	4.8	3.8
34 - Read newspaper	15.2	9.2	4.7	3.1
35 - Read Brazilian magazine	12.8	3.2	4.5	3.6
Do with similar frequency, but like more than non-adapted Volunteers.				
4 - Go on a pleasure excursion	1.6	1.2	4.5	3.8
6 - Make a new acquaintance	8.7	9.1	4.7	4.1
10 - Read a Portuguese book	1.0	1.0	4.5	2.5
16 - Study Portuguese	3.8	4.2	3.5	2.9
27 - Write a letter	16.4	16.8	4.1	3.4
38 - Take a walk with others	9.6	9.2	4.6	4.2
Do with lower frequency, but like more than non-adapted Volunteers.				
19 - Talk with a Brazilian about sports	2.6	5.0	3.3	2.6
Non-Adapted Volunteers				
Do more frequently and like more than adapted Volunteers.				
9 - Read an English book	2.6	10.0	4.2	4.7
12 - Talk with American: Putting down Brazil	3.0	11.2	2.4	3.3
26 - Lie down to sleep or rest	4.0	7.2	2.5	3.4
33 - Listen to American music	17.6	19.6	3.9	4.5
42 - Eat alone	7.6	10.8	2.5	3.6
Do with similar frequency, but like more than adapted Volunteers.				
36 - Read American magazine	6.0	7.6	3.9	4.6

*The mean "like" rating differences are statistically significant; the frequency mean differences are not.

Activities Liked, Disliked, and Neutral

An additional analysis was made to determine differences between the samples in the number of activities that they liked, disliked, and felt neutral toward. This was done by examining the scale values for each item and considering a 4 or 5 rating to indicate "like," a 3 rating "neutral," and a 1 or 2 rating "dislike." (There were the same terms used on the original scale.) The number of items rated in these three ways was then noted for each respondent. (For example, of the forty-two items in the instrument, a given respondent may have indicated he liked twenty-eight, felt neutral toward seven, and disliked seven.) These ratings were then analyzed across respondents to determine the mean values for each sample, the results of which are presented in Table 27 along with tests of significance for each difference between samples.

Table 27

Activities List -
Like/Dislike/Neutral Activity Analysis

	Dislike	Neutral	Like
Adapted Volunteers	4.5	7.1	29.6
Non-Adapted Volunteers	5.5	12.8	23.7
Naive Americans	5.1	11.3	22.4

* Indicates significant differences, where $t_{.05} = 2.10$, df = 18.

These results show that Adapted Volunteers liked more activities than did either Non-Adapted Volunteers or Naive Americans, and that Adapted

Volunteers felt neutral towards fewer activities than did the other two samples. There were no significant differences found among the samples in the number of items they disliked.

The Volunteer Interview (See Appendix H)

The 11-item Volunteer Interview was used to collect information from all of the thirty-three Adapted Volunteers and from the ten Non-Adapted Volunteers. Resulting information was analyzed for only twenty-nine of the Adapted Sample and for all ten of the Non-Adapted Sample. Therefore, the findings reported below are based on a total number of thirty-nine people. None of this data was analyzed according to the matched group procedure reported for other instruments. The analysis consisted of listing responses to each of the eleven questions, and then making various comparisons between Adapted and Non-Adapted Volunteers.

The results of this analysis are presented sequentially, from Question one through eleven (or A through K). The responses to Questions C, F, and K were not analyzed, although some of the responses to Question C were incorporated in the analysis for Question H. Responses to eight questions, therefore, were analyzed; and the results are summarized below.

> Question A. Tell me some things that you do here that you did not do in the United States that turn you on, give you pleasure, make you feel good.

An analysis of the responses to this question are presented in Table 28 on Page 112. (In this, as in all of the tables pertaining to the Volunteer Interviews, only the responses mentioned more than once were subjected to analysis. Those mentioned only once appear in the last part of each table.) A summary of the results of this analysis follows:

- There were fourteen activities, which may be called "new reinforcing behaviors," mentioned by a greater number of Adapted Volunteers than by Non-Adapted Volunteers, compared to three activities mentioned by a greater number of Non-Adapted Volunteers. This means there was more consensus among Adapted than Non-Adapted Volunteers in defining new reinforcing behaviors. Also, the kind of activities favored by the Adapted Volunteers tend to be more Brazil-related and more interactional than those favored by Non-Adapted Volunteers.

- Adapted Volunteers mentioned a total of forty-four activities which were not mentioned at all by Non-Adapted Volunteers, while the latter group listed seven activities not mentioned by Adapted Volunteers. Correcting for unequal sample sizes, the ratio becomes 14.7 to 7. This indicates that Adapted Volunteers have developed in Brazil a larger repertoire of new reinforcing behaviors than have Non-Adapted Volunteers.
- Six of the activities were mentioned by 20% or more of the combined Volunteer Samples (29 + 10 = 39). These items represent the most common new reinforcing activities that are available to Americans living in Brazil. They are: going to the beach; having deep conversation with Brazilians; visiting Brazilian friends; bate-papo or informal conversation; going on excursions and picnics; observing people and contemplating.
- There were a total of sixty different responses to this question. This means that there is a large selection of activities available in Brazil that can serve as new reinforcing behaviors to Americans living there.

Question B. Tell me some things you do here that you also did in the United States that turn you on, give you pleasure, make you feel good.

The analysis of responses to this question appears in Table 29 on Page 115. Results of this analysis are summarized as follows:

- There were four activities mentioned by a greater number of Adapted than Non-Adapted Volunteers, compared to two activities mentioned by a greater number of Non-Adapted Volunteers. Again, this means there was somewhat more consensus among Adapted than among Non-Adapted Volunteers.

- Adapted Volunteers mentioned a total of thirty-two activities which were not mentioned at all by Non-Adapted Volunteers, while the latter group listed four activities not mentioned by Adapted Volunteers. Correcting for unequal Sample sizes, the ratio becomes 10.66 to 4. This means that Adapted Volunteers have been able to engage in a larger number of the same reinforcing activities in Brazil that they were engaged in back home than the Non-Adapted Volunteers.
- Four of the activities were mentioned by 20% or more of the combined Volunteer Samples. These items represent the most common reinforcing activities that Volunteers can do in Brazil, which they also did in the United States. They are: having intellectual discussions; bate-papo or informal conversation; listening to music; and reading.
- There was a total of forty-seven different responses to this question. This means that there is a large selection of reinforcing activities that Americans engage in at home that they can also do in Brazil.

Question D. What things do you do that turn Brazilians on? How do you know, how do Brazilians show it?

The analysis of responses to this question appears in Table 30 on Page 117. (Responses to the second part of this question were not listed and included in the analysis.) Results of this analysis are summarized as follows:

- There were eight things mentioned by a greater number of Adapted than by Non-Adapted Volunteers, compared to one thing mentioned by a greater number of Non-Adapted Volunteers. This indicates a striking difference between the two groups concerning their relative agreement in defining those things they do that turn on Brazilians.
- Adapted Volunteers mentioned a total of thirty-three things which were not mentioned at all by Non-Adapted Volunteers, while the latter group listed seven things not mentioned by Adapted Volunteers. The corrected Sample size ratio is 11 to 7. Adapted Volunteers

were therefore able to identify more things they do that turned on Brazilians than were Non-Adapted Volunteers.

- There were only two activities mentioned by 20% or more of the combined Volunteer Samples. These items -- expressing own opinions and showing friendliness -- represent the most common things that Volunteers could identify that they do which turns on Brazilians.
- There were a total of fifty-three different responses to this question, which provides a rich variety of things that Americans can do that are pleasing to Brazilians.

Question E. What things do you do that turn Brazilians off? How do you know? How do they show it?

The analysis of responses to this question appears in Table 31 on Page 119. Again, responses to the second part of the question were not listed and were not included in the analysis. Results are summarized below:

- There were six things mentioned by a greater number of Adapted than Non-Adapted Volunteers, compared to none mentioned by a greater number of Non-Adapted Volunteers. Again, Adapted Volunteers are much more in agreement in defining those things they do that turn off Brazilians.
- Adapted Volunteers mentioned a total of twenty-eight things which were not mentioned at all by Non-Adapted Volunteers, while the latter group listed five things not mentioned by Adapted Volunteers. The corrected Sample size ratio is 9.33 to 5. This indicates Adapted Volunteers were able to identify more things they do that turn off Brazilians than were Non-Adapted Volunteers.
- There were two things mentioned by 20% or more of the combined Volunteer Samples. These two things -- (a) responding passively, keeping quiet, not showing interest in conversations, and (b) making too direct remarks, criticizing -- represent the most common things that Volunteers could identify that they do which turn off Brazilians.

- o There was a total of forty different responses to this question. This is the fewest number of responses to any of the questions asked thus far, which may indicate that it is relatively difficult or unpleasant to identify things one does that are disliked by Brazilians. Nevertheless, these responses provide a variety of very useful information to the American living in Brazil.

Question G. What are some things that just happen that make you feel good in your everyday life here in Brazil?

The analysis of responses to this question appears in Table 32 on Page 121. Results are summarized below:

- o There was only one thing mentioned by a greater number of Adapted than Non-Adapted Volunteers. Apparently, this is a much more individualized phenomenon than were those indicated in the previous questions.
- o Adapted Volunteers mentioned a total of thirteen things that were not mentioned at all by Non-Adapted Volunteers, while the latter group listed six things not mentioned by Adapted Volunteers. The corrected Sample size ratio is 4.33 to 6. The Non-Adapted Volunteers were therefore able to identify slightly more things that just happen in everyday life that make them feel good than were Adapted Volunteers.
- o There were two things mentioned by 20% or more of the combined Volunteer Samples. These two things, the natural physical setting and gains in work, represent the most common things that Volunteers could identify that make them feel good in Brazil.
- o The thirty-two different responses to this question provide a good picture of the pleasing things available to the American in Brazil.

Question H. What are some things that just happen that make you feel bad in your everyday life here in Brazil?

and

Question C. Tell me some things you do that are unpleasant, turn offs, that you don't like to do, but that are part of your life here.

The responses to Question H were combined with the responses to Question C due to their similarity. The analysis of these responses is presented in Table 33 on Page 122 and results are summarized below.

- There was one thing mentioned by a greater number of Adapted than by Non-Adapted Volunteers, compared to seven mentioned by a greater number of Non-Adapted Volunteers. This means that Non-Adapted Volunteers are in much greater agreement about unpleasant things that make them feel bad than are Adapted Volunteers.
- Adapted Volunteers mentioned a total of thirty-two things which were not mentioned at all by Non-Adapted Volunteers, while the latter group listed eleven things not mentioned by Adapted Volunteers. The corrected Sample size ratio is 10.66 to 11. There is therefore essentially no difference in the number of unpleasant things identified by the two groups.
- Two things were mentioned by 20% or more of the combined Volunteer Samples -- aspects of the Volunteer job and poverty. These represent the most common things that are unpleasant and make Volunteers feel bad in Brazil.
- The fifty-eight different responses to this question provide a rather comprehensive list of things that are aversive to Volunteers in Brazil.

Question I. What things do Brazilians do that turn you on?

The analysis of responses to this question appears in Table 34 on Page 124 and results are summarized on the following page.

- There were nine things mentioned by a greater number of Adapted than by Non-Adapted Volunteers, compared to one mentioned by a greater number of Non-Adapted Volunteers. This indicates a very large difference in agreement between the two groups regarding positive aspects of Brazilian behavior, Adapted Volunteers being in much greater agreement than Non-Adapted Volunteers.
- Adapted Volunteers mentioned a total of twenty-nine things which were not mentioned by Non-Adapted Volunteers, while the latter group listed five things not mentioned by Adapted Volunteers. The corrected Sample Size ratio is 9.66 to 5. Adapted Volunteers were therefore able to identify a greater number of positive aspects of Brazilian behavior than were Non-Adapted Volunteers.
- Five things were mentioned by 20% or more of the combined Volunteer Samples: accept people as individuals; make people feel welcome, are hospitable; having lots of physical contact; acting and expressing emotions spontaneously; and doing favors, helping out.
- The forty-eight different responses to this question indicate a large number and variety of things Brazilians do that American Volunteers like.

Question J. What things do Brazilians do that turn you off?

The analysis of responses to this question appears in Table 35 on Page 126 and results are summarized below.

- There were three things mentioned by a greater number of Adapted than by Non-Adapted Volunteers, compared to twelve mentioned by a greater number of Non-Adapted Volunteers. This indicates a very large difference in agreement between the two groups regarding negative aspects of Brazilian behavior, Non-Adapted Volunteers agreeing in the identification of many more things than Adapted Volunteers.

- Adapted Volunteers mentioned a total of twenty-three things which were not mentioned by Non-Adapted Volunteers, while the latter group listed three things not mentioned by Adapted Volunteers. The corrected Sample Size ratio is 7.3 to 3. Adapted Volunteers identified a somewhat larger number of unique (to their group) negative behaviors than did Non-Adapted Volunteers.
- Four things were mentioned by 20% or more of the combined Volunteer Samples: exhibit preoccupation with masculinity, e.g., drink straight cachaca; treat women badly; say things can't be changed (indicating fatalism); and drive wildly.
- The fifty-six different responses to this question provide a comprehensive inventory of negative Brazilian behaviors as viewed by American Volunteers.

Table 28

Analysis of Responses to Question A of the Volunteer Interview

Reported Activity	Number of Adapted Volunteer Responses	Number of Non-Adapted Volunteer Responses
A. Active Pastimes		
Cooking Brazilian food	2	0
*Playing cards	5	0
*Sewing, etc.	6	1
*Playing musical instrument	4	0
Going to beach	9	3
Playing soccer	3	1
Gardening	3	0
Walking	3	1
*Dancing	6	1
Cooking	3	1
*Taking pictures	0	2
B. Conversation		
Learning from Brazilians	3	0
*Having deep conversation with Brazilians	10	0
*Visiting Brazilian friends	8	1
Having people visit	3	0
*Bate-papo (informal conversation)	17	2
*Talking to poor people	4	0
*Speaking and learning Portuguese	5	1
C. Going Out		
*Going to bars	3	2
*Going to parties and dances	5	1
Going to movies	1	1
Dating (namorar)	4	1
*Going on excursions and picnics	7	1

NOTE: In Tables 28-35, an asterisk (*) indicates a large difference between Adapted and Non-Adapted Volunteer responses, when the Adapted Volunteer frequency has been corrected for unequal numbers of respondents (original respondents 29 vs. 10, corrected respondents $\frac{29}{3} = 9.7$ vs. 10). These differences were not tested for significance: A large difference is defined as a ratio of 3 to 2 or greater (where a 0 appears in one of the comparisons, a large difference is defined as greater than 1 to 0).

Table 28 (cont'd)

D. Passive Pastimes		
*Observing people and contemplating	8	0
Riding buses	2	0
Spending time alone	2	0
*Reading in Portuguese	2	2
Listening to music	3	0
Taking life easy	2	0
*Communing with nature	4	0
E. Work		
Working	4	1
Showing clients new things	2	0
F. Other		
Entertaining kids	2	0
Acting accepting of people	2	0
*Meeting people	4	0
Eating Brazilian food	3	0

- -

THE FOLLOWING ITEMS WERE CITED ONLY ONCE

Active Pastimes		
Jogging	1	0
Riding bike	1	0
Caring for house plants	0	1
Singing	1	0
Riding horses	1	0
Fixing up house	0	1
Conversation		
Talk like common man	1	0
Listening to others	1	0
Visiting other PCV's	0	1
Going Out		
Going to whorehouse	0	1
Watching soccer	1	0
Being in crowds	1	0
Going to night clubs	1	0
Samba (all male)	1	0
Going to Afro-religious ceremony	1	0
Going to concerts	1	0

Table 28 (cont'd)

Passive Pastimes		
Living in the country	1	0
Taking nap after lunch	1	0
Reading TIME magazine	0	1
Getting letters	0	1
Writing letters	1	0
Other		
Following Brazilian etiquette	1	0
Acting more analytical	1	0
Acting macho role	1	0
Breaking up fights	1	0
Smiling	1	0
Doing favors	1	0
Waiting, being patient	1	0
Visiting literacy classes	1	0
Going to meetings	1	0

Table 29

Analysis of Responses to Question B of the Volunteer Interview

Reported Activity	Number of Adapted Volunteer Responses	Number of Non-Adapted Volunteer Responses
Active Pastimes		
Playing quiet games	2	0
Going to the beach	3	0
Taking picnic trips	2	0
Riding bike	2	0
Exploring places of interest	1	1
Taking pictures	2	0
Framing	2	0
Drinking	5	2
Sewing	3	0
*Playing sports	2	2
Walking	3	0
Riding horses	2	0
Cooking	2	0
Play music	2	0
Conversation		
Having intellectual discussion	6	2
*Visit Americans	1	2
*Bate-papo (informal conversation)	10	2
Going Out		
*Going to parties	5	1
Dating	2	0
Go to movies	2	1
Passive Pastimes		
*Listen to music	7	1
Reading	17	5
Writing letters	3	0
Keeping diary	3	0
Transcendental meditation	2	0
*Commune with nature	4	0
Work		
Achievements in work	1	1
Organizing people	2	0
Other		
Travel	2	0

Table 29 (cont'd)

- -

THE FOLLOWING ITEMS WERE CITED ONLY ONCE

Active Pastimes		
Painting	1	0
Singing	1	0
Karate	1	0
Fishing	1	0
Dancing	0	1
Yoga	1	0
Fooling around	1	0
Conversation		
Rapping with girls	1	0
Visit a farmer	1	0
Passive Pastimes		
Having a dog	1	0
Analyzing my dreams	1	0
Writing	1	0
Watching a craftsman	0	1
Watching TV	0	1
Other		
Working alone	1	0
Playing with pets	1	0
Do it yourself	1	0
Go downtown	0	1

Table 30

Analysis of Responses to Question D of the Volunteer Interview

Reported Activity	Number of Adapted Volunteer Responses	Number of Non-Adapted Volunteer Responses
A. Conversational		
Listen	2	0
*Express own opinions	9	0
*Ask questions	4	0
*Talk with people	5	1
*Talk about U. S.	5	1
Praise Brazil	2	1
Speak Portuguese well	2	0
*Make amusing language mistakes	4	0
Greet people	1	1
Present self as an individual	1	1
B. Friendliness		
*Smile	3	2
Show friendliness	6	2
*Have people over to visit	6	1
Visit and eat in Brazilian homes	2	0
Accept touching	2	0
C. Identification		
Modify to be like other people	2	0
Live like the people	2	1
*Participate in what's going on	6	0
Learn Brazilian songs	1	1
D. Enjoyment		
Dance	2	1
Fool around	3	1
Flirt	2	0
Drink	2	0
Show that you enjoy things	2	0
E. Concern		
Work hard	3	0
*Share knowledge	5	0
Act concerned	2	0
Show interest in Brazil	2	0

Table 30 (cont'd)

THE FOLLOWING ITEMS WERE CITED ONLY ONCE

Show patience	1	0
Show respect and equality	1	0
Don't try to impress	1	0
Discuss politics	0	1
Talk about women	1	0
Talk about clothes	1	0
Keep secrets	1	0
Greet people	0	1
Praise people	0	1
Play cards	1	0
Play with kids	0	1
Learn Brazilian songs	1	0
Eat Brazilian food	1	0
Take pictures of people	1	0
Go to parties	1	0
Visit poor people	1	0
Dress neatly	1	0
Do menial work	0	1
Lend clothes	1	0
Treat women sensitively	1	0
Appreciate Brazilian's English	1	0
React spontaneously	1	0
Play ball	0	1
Play music	0	1

Table 31

Analysis of Responses to Question E of the Volunteer Interview

Reported Activity	Number of Adapted Volunteer Responses	Number of Non-Adapted Volunteer Responses
Not Participating		
Responding passively, keeping quiet, not showing interest in conversations	6	6
Not participating in machisimo	2	0
*Failing to participate	5	0
Not Acting Gregarious		
*Looking serious	5	0
*Living alone	6	0
*Being alone	6	1
Failing to stop and talk	2	0
Failing to greet	3	0
Confrontation		
Getting angry	2	1
*Making too direct remarks, criticizing	8	1
Confronting	3	0
*Pushing ideas too hard	5	1
Making invidious comparisons with U.S.	1	1
Others		
Speaking unevenly	2	0
Acting nervous	2	1
Acting too friendly with married women	2	0

- -

THE FOLLOWING ITEMS WERE CITED ONLY ONCE

Reported Activity	Number of Adapted Volunteer Responses	Number of Non-Adapted Volunteer Responses
Not Participating		
Not responding to invitations	0	1
Not dating	1	0
Not inviting people to eat	1	0
Refusing to have a maid	1	0
Remaining calm when Brazilians are excited	1	0
Kicking Brazilians out of house	0	1
Acting too independently	1	0
Avoiding body contact	0	1

Table 31 (cont'd)

Confrontation or Putting Down Brazil/Brazilians		
Giving the finger	0	1
Cursing Brazilian men	0	1
Shouting	1	0
Making sarcastic remarks	1	0
Joking too much	1	0
Other		
Riding bike in noonday sun	1	0
Failing to show emotions with namorado	1	0
Overplanning social life	1	0
Leaving in middle of meetings	1	0
Dressing sloppily	1	0
Speaking English in front of Brazilians	1	0
Failing to understand Portuguese	1	0
Acting too equal too fast	1	0
Saying things which are misinterpreted	1	0
Refusing to give handouts	1	0
Talking over people's heads	1	0

Table 32

Analysis of Responses to Question G of the Volunteer Interview

Reported Activity	Number of Adapted Volunteer Responses	Number of Non-Adapted Volunteer Responses
A. Natural		
Fresh foods	1	1
Climate	1	1
*Natural physical setting	8	1
B. Work		
Gains in work	10	3
Challenge and responsibility	3	0
Helping people who need it	1	1
C. Life Style		
Having time	3	0
Easy life	2	1
Atmosphere of "good old days"	1	1
Reflection	1	1
D. People		
Having people around	4	1
Music	3	1
Good friendships	4	1
Kids	3	1
Poor people	1	1
Expressions on faces	2	0
Seeing girlfriend	3	0
E. Other		
Things are different	3	0
THE FOLLOWING ITEMS WERE CITED ONLY ONCE		
Feira	0	1
"Brazilians are like us"	0	1
Dressing casually	1	0
Tranquility	1	0
Children's theater	1	0
Absence of over-organization	1	0
People from different regions	0	1
Being the foreigner	1	0
Other Volunteers	0	1
Money	0	1
My apartment	0	1
Seeing beautiful women	1	0
Seeing go car activity	1	0
Festivals	1	0

Table 33

Analysis of Responses to Questions H and C of the Volunteer Interview

Reported Activity	Number of Adapted Volunteer Responses	Number of Non-Adapted Volunteer Responses
A. Job		
Aspects of PCV job	7	2
Peace Corps as an organization	1	1
Nothing tangible to give people	3	0
B. Poverty		
*Beggars	4	2
*Poverty	7	1
Sickness, malnutrition, helplessness	2	0
Social, economic and racial discrimination	3	0
*Differences in social values	1	2
C. Social		
*Lack of intellectual stimulation	4	2
*Missing home and family	2	2
Lack of friends of same age and profession	3	0
Isolation	1	1
Immobility (no car)	2	1
No privacy	2	0
Fear of being taken advantage of	2	0
D. Environment		
*Climate	4	3
Lack of variety in food	1	1
E. Institutions		
Bureaucracy	3	1
Paternalism	2	0
Misplaced priorities	1	1
Takes long to get things done	1	1
F. Technological		
Bad phone system	2	0
*Difficulty in buying things	0	2
*Other technological	1	2

Table 33 (cont'd)

- -

THE FOLLOWING ITEMS WERE CITED ONLY ONCE

PCV's too well paid	1	0
PCV's terminating	1	0
PCV's bad mouthing Brazil or Peace Corps	1	0
PCV conferences	1	0
No counterpart	0	1
Conflicts with other Americans	1	0
Always on public display	0	1
Forced joviality	1	0
Having to compromise values	1	0
Having to refuse clients	1	0
Constant small talk	1	0
Being misunderstood	1	0
Being dependent on Brazilians	0	1
Upper class attitude toward work	1	0
Lack of vision and planning	1	0
No good solutions to some problems	1	0
People asking for the impossible	1	0
Finding out that a "leader" is "yes-man"	1	0
Lack of enthusiasm at meetings	1	0
Lack of achievement orientation	1	0
No welfare	0	1
Impossibility of working in birth control	1	0
Lack of progress in work	0	1
Lack of health care	0	1
Self-concept of Brazilian women	1	0
Incompetence	0	1
Lack of a Jewish community	0	1
Cheap, grubby stores	0	1
Lack of outdoor sports	1	0
Seeing child-beating	1	0
Effects of cachaca	1	0
Enticing women who are inaccessible	1	0
My kids when they're sick	0	1
Flies	1	0

Table 34

Analysis of Responses to Question I of the Volunteer Interview

Reported Activity	Number of Adapted Volunteer Responses	Number of Non-Adapted Volunteer Responses
A. Accepting		
*Accept people as individuals	10	1
*Treat people with respect	5	0
Make people feel welcome/hospitable	13	4
*Make people feel needed, appreciated	7	0
Solicit my participation	3	0
Make time for you	2	0
Tolerate mistakes	2	1
B. Friendly		
People come over to visit	3	0
*Have lots of physical contact	11	2
*Greet expansively; call people by name	2	4
*Ask about you/show concern	4	0
*Smile and laugh	7	0
Make friends easily	2	0
Treat children affectionately	3	1
*Act friendly (miscellaneous)	5	1
C. Spontaneous		
*Take advantage of life; live intensely	5	0
Dance	3	1
*Act and express emotions spontaneously	13	2
Show eagerness to have a good time	3	1
Don't hurry	4	1
Bate-papo	2	0
Joke	3	1
Behave informally	1	1
Talk animatedly, using gestures	2	0
Improvise, make do, quebrar galho	3	0
D. Helpful		
Help sick acquaintances	3	1
Empathize	2	0
Do favors; help out	8	3
Explain Brazil to me	3	0
E. Other		
Women act feminine	2	0
Show interest in United States	2	0

Table 34 (cont'd)

THE FOLLOWING ITEMS WERE CITED ONLY ONCE

Do not over-emphasize cleanliness	1	0
Show interest in my work	1	0
Speak clearly	1	0
Sing	1	0
Spread rumors	1	0
Place value on honesty	1	0
Fair in business	0	1
Open and direct negative feedback	0	1
Give gifts	0	1
Show in foreigners	0	1
Keep renewing acquaintances	1	0
Trust one another	1	0
Act innocently	1	0
Know how to fix things	1	0
Give easy credit	1	0
Accept credit	1	0

Table 35

Analysis of Responses to Question J of the Volunteer Interview

Reported Activity	Number of Adapted Volunteer Responses	Number of Non-Adapted Volunteer Responses
A. Class		
*Show superior attitude toward the poor	4	2
Treat workers, maids, etc. badly	3	0
*Ignore the poor	2	2
*Give and expect preferential treatment for people with a "name"	1	2
B. Sex		
*Exhibit preoccupation with sex	2	3
Exhibit preoccupation with masculinity, e.g., drink cachaca straight	7	2
*Treat women badly	14	3
*Stare at women	0	2
C. Interpersonal		
Avoid confrontation of problems	1	1
*Act insincerely	4	3
Lie	2	1
*Break promises	4	2
Cut down third parties; back stab	3	0
Make tactless remarks	3	1
Gossip	2	0
Talk "foolishness"	2	1
*Ask "nosey" questions	2	2
D. Nationalism		
Criticize United States	2	0
*Call PCV "Americano"/stereotype	1	3
*Take advantage of Americans	1	3
Make PCV feel ignorant and out of place	1	1
E. Fatalism		
Expect government to do things for them	2	0
*Say things can't be changed/fatalism	7	1
*Ask for and expect handouts	1	2
Tolerate corruption	2	0
F. Other		
*Treat animals badly	4	0
Treat the mentally ill badly	3	0
Show up late	2	0
*Drive wildly	6	4
Play around too much	1	0
Pay no attention to achievement	1	1
Spit on floor/hygiene	4	1

Table 35 (cont'd)

THE FOLLOWING ITEMS WERE CITED ONLY ONCE

Insinuate, but don't say what they mean	1	0
Make crude jokes	1	0
Lead men on	1	0
Ask PCV to make decisions for them	1	0
Insist on PCV doing things their way	1	0
Force PCV to participate	1	0
Take offense at superficial things	1	0
Show obsession with money	1	0
Watch TV	0	1
Don't care about their health	0	1
Behave obnoxiously (kids)	1	0
Make fun of drunks	1	0
Look for gore at accidents	1	0
Don't respect lines	1	0
Women gape at other women/envy	1	0
Obey orders slavishly	0	1
Do not separate work and personal relationships	0	1
Don't recognize their racial prejudice	1	0
Talk too much about the United States	1	0
Don't respect privacy	0	1
Make PCV pay the bill	0	1
Shoot off fireworks all night long	0	1
Don't use family planning	0	1
Take family out on date	0	1

The Cultural Dimensions Test (See Appendices I and J)

This instrument was designed to measure differences in understanding and correctly interpreting the meaning of situational descriptions, correctness based on a knowledge of certain aspects of Brazilian culture. The instrument called upon respondents to indicate, in a multiple-choice format, their best explanations for a series of occurrences involving the behavior of Americans or Brazilians, where the most appropriate response was based on a knowledge of Brazilian cultural dimensions such as paternalism, fatalism, the concept of time, etc.

This instrument was administered to all four samples. The matched group responses to each of the twenty-three items are summarized in Table 36. Inspection of the data presented in this table shows that most of the items did not discriminate well among the groups, particularly between the Adapted and Non-Adapted Volunteer Samples. Only Items 7, 9, 13, 16, and 23 discriminate well between these two groups, when each item is examined in the following way: (a) identify items where a clear majority of Adapted Volunteers selected a certain alternative; (b) compare the Non-Adapted Volunteer responses to this alternative; (c) if the difference between the Adapted and Non-Adapted Volunteer responses is 30% or greater on this alternative, the alternative (and thus the item) is a good discriminator.

In order to obtain a comparison between groups across the total instrument, a scoring key was constructed in the following way:

(a) A group of twenty-three of the total sample of thirty-three Adapted Volunteers was identified by removing the ten subjects who were part of the Matched Sample comparisons.

(b) These twenty-three responses were then examined on each item. An item alternative was designated the "key" response if a clear majority of the twenty-three respondents chose it. The resulting

Table 36
Percentage of Responses to Item Alternatives on the Cultural Dimensions Test

Item & Alternative	% Adapted Volunteers	% Non-Adapted Volunteers	% Naive Americans	% Brazilians	Item & Alternative	% Adapted Volunteers	% Non-Adapted Volunteers	% Naive Americans	% Brazilians	Item & Alternative	% Adapted Volunteers	% Non-Adapted Volunteers	% Naive Americans	% Brazilians
# 1a	40	20	20	77	9a	80	40	50	0	17a	40	30	10	40
b	0	10	20	11	b	10	50	20	20	b	30	30	40	40
c	60	70	60	0	c	10	0	20	50	c	20	30	10	0
d	0	0	0	11	d	0	10	10	30	d	10	10	40	20
2a	20	10	20	20	10a	0	0	0	11	18a	20	10	10	50
b	30	70	10	30	b	90	100	90	77	b	20	30	10	40
c	40	0	20	30	c	10	0	10	11	c	30	30	40	10
d	10	20	50	20	d	0	0	0	0	d	30	30	40	0
3a	0	20	10	0	11a	33	33	50	22	19a	10	0	10	10
b	0	0	0	33	b	0	11	0	22	b	10	0	10	10
c	80	70	60	33	c	11	22	20	11	c	0	0	0	20
d	20	10	30	33	d	55	44	30	44	d	80	100	80	60
4a	0	10	0	11	12a	10	11	10	50	20a	100	80	50	50
b	70	70	70	66	b	80	88	50	40	b	0	0	40	20
c	30	20	10	11	c	10	0	20	10	c	0	0	0	20
d	0	0	20	11	d	0	0	20	0	d	0	20	10	10
5a	0	0	0	30	13a	60	30	60	44	21a	20	24	0	30
b	10	11	20	70	b	20	30	10	22	b	0	12	0	0
c	90	88	80	0	c	0	10	20	11	c	80	60	90	10
d	0	0	0	0	d	20	30	10	22	d	0	0	10	60
6a	0	10	11	48	14a	50	10	20	20	22a	0	20	40	--
b	0	0	0	0	b	40	50	10	40	b	0	10	10	--
c	90	90	88	12	c	0	40	50	30	c	40	20	10	--
d	10	0	0	36	d	10	0	20	10	d	60	50	40	--
7a	90	40	70	40	15a	30	40	10	30	23a	30	30	10	11
b	10	60	30	40	b	0	10	10	20	b	10	50	20	55
c	0	0	0	10	c	40	20	60	0	c	0	0	10	11
d	0	0	0	10	d	30	30	20	50	d	60	20	60	22
8a	10	10	10	33	16a	40	30	30	40					
b	0	20	40	11	b	0	30	30	0					
c	50	20	10	44	c	0	20	20	10					
d	40	50	40	11	d	60	20	20	50					

scoring key is presented in Table 37. Items 14, 15, 18, and 23 were eliminated because no clear majority of the twenty-three Adapted Volunteers responded to any particular alternative.

Table 37

Scoring Key for the Cultural Dimensions Test

Item Number	Key Alternative	Item Number	Key Alternative
1	C	13	A
2	B	14	no choice
3	C	15	no choice
4	B	16	D
5	C	17	A
6	C	18	no choice
7	A	19	D
8	D	20	A
9	A	21	C
10	B	22	D
11	D	23	no choice
12	B		

This key was then used to score the responses of the ten Matched Sample Non-Adapted Volunteers and remaining ten Matched Sample Adapted Volunteers. The results of this analysis are presented in Table 38. The results show that the difference between the mean scores for these two groups was not significant.

There are several possible interpretations of this outcome, two of which are:

- The test items, which had not been previously validated, did not in fact measure cognitive understanding of Brazilian culture.
- The assumption is erroneous that high order cognitive understanding of cultural phenomena is positively correlated to successful adaptation.

Table 38

Means and t-value for the Adapted and Non-Adapted Volunteer Key Responses on the Cultural Dimensions Key

Adapted Volunteers	Non-Adapted Volunteers
13.3	11.5

$t = 1.7$, $t_{.05} = 2.10$, $df = 18$

Mean Score (scale = 0 - 19)

For many years cross-cultural training has operated from the assumption that an understanding of important aspects of a target culture is a major prerequisite for successful adaptation. The cognitive knowledge of target cultural characteristics has been viewed as permitting the adaptor to:

- o appreciate the "true meaning" of host national behavior,
- o minimize the negative emotional impact of culturally different behaviors, and
- o behave in ways that are appropriate to the target culture.

The finding of no significant differences between Adapted Volunteers and Non-Adapted Volunteers in their understanding of Brazilian cultural dimensions calls this assumption into question. While the lack of the instrument's pre-validation prevents confident interpretation of these results, the lack of significant difference suggests that the cognitive understanding of cultural characteristics may be far less important than has been previously assumed.

We are proposing no new training objectives or techniques geared to this sort of cognitive understanding, as our data does not discriminate between Adapted and Non-Adapted Volunteers. (It should be noted that many training techniques presently being employed are based on cognitive constructs identical to that which underlay the Cultural Dimensions Test; the effectiveness of these techniques is unavoidably called into question.) However, the finding of significant differences on a few items suggest that more sophisticated instrument-building may yield positive results for both training and measurement.

Questionnaire on Nationality Clues (See Appendix K)

The Questionnaire on Nationality Clues is a 28-item multiple-choice instrument designed to measure understanding of American cultural determinants of behavior. The instrument was administered to the Adapted and Non-Adapted Volunteer Samples and to the Naive Americans. These responses were scored with the key provided by the developers of the Questionnaire, the key alternatives indicating the most appropriate interpretation of each item in terms of the American culture. The results of this scoring procedure, as well as indication of significant differences between groups, is presented in Table 39 on the following page.

Significant differences between the groups were found on thirteen items. However, the Adapted Volunteers scored higher than the Non-Adapted Volunteers on only four of these thirteen items (and on three of these four, they did not score significantly higher than the Naive Americans).

The scoring key was then used to score the individual responses of all three groups across all twenty-eight items. Means were then computed and the mean differences between groups was tested, the results of which appear in Table 40 on the following page.

These results indicate that, to the extent the Questionnaire on Nationality Clues does measure one's understanding of American cultural determinants of behavior, this understanding is not a discriminating factor in the cultural adaptation of American Volunteers in Brazil.

Table 39
Item Analysis of the Questionnaire on Nationality Clues

Item Number	Adapted Volunteers % Correct	Non-Adapted Volunteers % Correct	Naive Americans % Correct
1	20	13	30
2	40	37	40
3*	40	75	50
4*	30	60	40
5*	40	13	40
6*	0	37	20
7	50	60	50
8	20	13	10
9	30	37	30
10*	30	60	40
11*	60	37	30
12	70	60	50
13*	60	37	40
14*	40	12	30
15*	20	50	40
16	30	37	40
17*	10	87	50
18	70	50	50
19	80	75	70
20*	10	60	50
21	10	24	10
22	10	12	20
23	30	0	10
24	30	37	30
25	40	37	30
26*	10	37	20
27*	20	60	50
28	60	60	40

* Indicates a significant difference among two or more groups, where $t_{.05} = 2.10$, df = 18.

Table 40
Means and t-test Analysis Questionnaire on Nationality Clues

	Mean Scores
Adapted Volunteers	9.7
Non-Adapted Volunteers	11.9
Naive Americans	10.9

NOTE: There are no significant differences between these groups. The t-value computed on the difference between the Naive American and Adapted Volunteer Samples is 2.00, where $t_{.05} = 2.10$, df = 18.

Appendix A

GESTURES TEST

(Instrument used with Volunteers in Brazil and Americans with no Brazil experience.)

INSTRUCTIONS

The following gestures have a particular meaning in Brazil. Please tell me what each of these gestures mean.

1.	Finger wave	(No, no more)
2.	Pull ear	(Super, groovy, bacana)
3.	Finger-thumb	(Fed up, saco cheio)
4.	Finger to eye	(Lying, vivo)
5.	Rotate thumb	(Thief, ladrao, roubo)
6.	Fingers across lips	(Lay on a line, passar a conversa)
7.	Finger click	(A long time, muito tempo)
8.	Bunch fingers	(Lot of people, cheio de gente)
9.	Rotate hand	(More or less, mais ou menos)
10.	Write on palm	(Restaurant check, note)
11.	Slap hands	(It doesn't matter to me, tanto faz)
12.	Fingers to mouth	(Let's eat, vamos comer)
13.	Pinch elbow	(Jealous, dor de cotovelo)
14.	Slide fingers	(Good friends, equal)
15.	Palm up	(Hurry, depressa)

Appendix B

FACTUAL INFORMATION TEST

(Instrument used with Volunteers in Brazil and Americans with no Brazil experience)

INSTRUCTIONS

Please answer the following questions. There are 25 multiple choice and 15 fill-in questions. In the multiple choice section, choose the best available answer. Write your answers in the spaces provided.

1. Capitanias were

_________ a. coastal fortifications

_________ b. colonial governors

_________ c. land grants

_________ d. military academies

2. The earliest successes in the colonization of Brazil were realized in the areas now known as

_________ a. São Paulo and Pernambuco

_________ b. São Paulo and Rio de Janeiro

_________ c. Rio de Janeiro and Pernambuco

_________ d. Rio de Janeiro and Bahia

3. Portuguese control in the new colony of Brazil was threatened primarily by the

_________ A. Dutch and Spanish

_________ b. Dutch and French

_________ c. Dutch and Germans

_________ d. French and Spanish

4. What factor or factors accounted for the decline of the sugar industry in the Northeast during the colonial period?

________a. discovery of gold in the Amazon valley

________b. competition from producers in the South

________c. competition from West Indian planters

________d. discovery of petroleum off Bahia

5. Attention was first turned toward the interior as a result of

________a discovery of gold in Minas Gerais

________b. the Amazon rubber boom

________c. an increase in cattle raising in Mato Grosso

________d. slave rebellions in the backlands

6. The Republic of Palmares was

________a. The official name of the First Republic.

________b. The name of the area now included in Maranhao and part of Ceará

________c. The name of a society of runaway slaves

________d. The name of São Paulo during its secession

7. The Inconfidência was

________a. an early rebellious movement

________b. a run on Saõ Paulo banks due to devaluation

________c. the impeachment proceedings against Hermes da Fonseca

________d. a prelude to the 1964 revolution

8. The proclamation of Brazilian independence became known as the

________a. grito de Don Pedro

________b. grito de 7 de setembro

________ c. grito do Ipiranga

________ d. grito da independencia

9. Vatapá is

________ a. a Bahian dish

________ b. a Brazilian Indian group

________ c. a city in Ceará

________ d. an important river in the Amazon basin

10. Coffee was first grown commercially in

________ a. the Paraíba Valley of Rio de Janeiro

________ b. Porto Alegre, Rio Grande do Sul

________ c. Salvador, Bahia

________ d. Santos, São Paulo

11. The town of Ouro Preto is famous for:

________ a. its mineral waters

________ b. its beaches

________ c. its university

________ d. its churches

12. The mining boom in Minas Gerais took place in:

________ A. the early 17th century

________ b. the 18th century

________ c. the late 19th century

________ d. the late 17th century

13. Rebellion in the Backlands by Euclides da Cunha deals with

________ a. a religious uprising

-------- b. the battle for independence from Portugal

_______ c. a slave rebellion

_______ d. the fight of the Brazilian Indian to retain his land

14. The Masters and the Slaves by Gilberto Freyre deals with

_______ a. the settlement of southern Bahia during the cacao boom

_______ b. conditions on the coffee plantation of Sao Paulo

_______ c. Portuguese-African-Indian relations on the sugar coast

_______ d. the enslavement of the Brazilian Indians in the Amazon basin

15. Dom Pedro II is best remembered for his contributions to:

_______ A. Brazilian education

_______ b. the founding of the Brazilian Republic

_______ c. the improvement of Brazilian agriculture

_______ d. the expansion of the Portuguese empire

16. Lampeao was

_______ a. a folk hero in Brazil's Northeast

_______ b. a famous Brazilian physician

_______ c. a pioneer in Brazil's automobile industry

_______ d. a mythical figure in Indian lore

17. The Peasant Leagues were

_______ a. soccer teams

_______ b. banners carried in parades during carnival.

_______ c. social movements demanding land reform

_______ d. labor unions which organized sugar cane cutters

18. Internal migration in Brazil has been primarily in the following direction

________ a. from the Northeast to the southern states

________ b. from Rio Grande do Sul to São Paulo

________ c. from the Amazon basin to Ceará

________ d. from Mato Grosso to the Northeast

19. The Brazilian engineer, Cândido Rondon is best remembered for:

________ A. his work in planning Brasília

________ b. founding the Indian Protection Service

________ c. his settlement of the territory which bears his name

________ d. his construction of theVia Anchieta from São Paulo to Santos

20. Which American President journeyed to the Brazilian interior:

________ A. Theodore Roosevelt

________ b. Lyndon Johnson

________ c. Franklin Delano Roosevelt

________ d. Woodrow Wilson

21. Cândido Portinari was a famous Brazilian

________ a. anthropologist

________ b. painter

________ c. singer

________ d. city planner

22. The African element of Brazilian culture is most pronounced in the fields of:

________ a. religion and cuisine

________ b. language and literature

________ c. sculpture and painting

________ d. social and familiar organization

23. The Villas Boas brothers are:

________ a. a well known song and dance team

________ b. important Brazilian industrialists

________ c. early Portuguese plantation owners

________ d. advocates of the Brazilian Indian

24. Paulo Afonso is associated with:

________ a. hidro-eletric power

________ b. nuclear power

________ c. oil fields

________ d. natural gas

25. The Butantan Instituto is famous for:

________ a. its research on tribal Indians

________ b. its snakes

________ c. its maternity care

________ d. its studies of voting behavior

26. Who discovered Brazil? ______________________________

27. Name the famous battle in Pernambuco which resulted in the final expulsion of the Dutch from Brazil ______________________________

28. The Paulista explorers who explored the Brazilian interior following river routes were known as ______________________________

29. The mineiro who became the first martyr to Brazilian independence was known as ______________________________

30. The first capital of Brazil was ______________________________

31. A native of the state of Rio de Janeiro is called ______________________________

32. Name a novel of Jorge Amado ______________________________

33. Who is the President remembered for constructing Brasilia? ______________________________

34. Name the architect who designed Brasilia ______________________________

35. Name two popular Brazilian singers ______________________________

36. Name a dance other than samba which is native to Brazil ______________________________

37. What is the name of the opposition political party in Brazil today? ______________________________

38. Name two of Brazil's territories ______________________________

39. What is Brazil's major export today? ______________________________

40. What was the monetary unit of Brazil before the cruzeiro? ______________________________

The key to the test is on the reverse side.

KEY - FACTUAL INFORMATION TEST

1. c
2. a
3. b
4. c
5. a
6. c
7. a
8. c
9. a
10. a
11. d
12. b
13. a
14. c
15. a
16. a
17. c
18. a
19. b
20. a
21. b
22. a
23. d
24. a
25. b
26. Cabral
27. Guararapes
28. Bandeirantes
29. Tiradentes
30. Salvador
31. Fluminense
32. Works of Jorge Amado:
    O Pais do Carnaval
    Cacau
    Suor
    Jubiaba
    Mar Morto
    Capitaes de Areia
    ABC de Castro Alves
    Terras do Sem Fim
    Sao Jorge dos Ilheus
    Bahia de Todos os Santos
    O Amor do Soldado
    Seara Vermelha
    Os Subterraneos da Liberdade
    Gabriela, Cravo e Canela
    Os Velhos Marinheiros
    Os Pastores da Noite
    Dona Flor e Seus Dois Maridos
    Tenda dos Milagres
    Tereza Batista Cansada de Guerra
33. Kubitscheck
34. Neimeyer
35. Caetano Velozo
    Gilberto Gil
    Maria Betania
    Gal Costa
    Roberto Carlos
    Eliz Regina
    Jair Rodrigues
    Waldick Soriano
    Luiz Gonzaga
    Wilson Simonal
    Chico Buarque
    Jerry Adriani
    Jorge Ben
36. Frevo
    Xaxado
    Baiao
    Quadrilha de Festa de Sao Joao
37. MDB
38. Eliminate question
39. Coffee
40. Milreis, reis

Appendix C - FACTUAL INFORMATION TEST given to Brazilians

TESTE DE CONHECIMENTOS GERAIS

Favor responder as seguintes questões. Há 25 escolhas múltiplas e 15 lacunas para serem preenchidas. Na seção de escolhas múltiplas, escolha a resposta que julgar mais aceitável. Escreva as suas respostas nos espaços disponíveis.

1. Capitanias eram

_______ a. fortalezas costais
_______ b. governadores coloniais
_______ c. doações de terra pelo governo
_______ d. academias militares

2. Os primeiros sucessos na colonização do Brasil foram realizadas nas áreas conhecidas como:

_______ a. São Paulo e Pernambuco
_______ b. São Paulo e Rio de Janeiro
_______ c. Rio de Janeiro e Pernambuco
_______ d. Rio de Janeiro e Bahia

3. O controle português na nova cólonia do Brasil foi ameaçado principalmente pelos

_______ a. Holandêses e Espanhóis
_______ b. Holandêses d Francêses
_______ c. Holandêses e Alemães
_______ d. Francêses e Espanhóis

4. Qual o fator ou fatores que contribuiram para o declínio da indústria açucareira no nordeste durante o período colonial?

_______ a. descoberta de ouro no vale do Amazonas
_______ b. concorrência de produtores no sul
_______ c. concorrência dos plantadores das Antilhas
_______ d. descoberta de petróleo na Bahia

5. A atenção foi primeiramente voltada para o interior como resultado de

_______ a. descoberta de ouro em Minas Gerais
_______ b. o surto da borracha no Amazonas
_______ c. aumento da criação de gado bovino no Mato Grosso
_______ d. rebelião de escravos no interior

6. A República dos Palmares foi

_______ a. O nome oficial da Primeira República
_______ b. O nome da região agora incluída entre o Maranhão e parte do Ceará.
_______ c. O nome de uma organização de escravos fugitivos.
_______ d. O nome de São Paulo durante a secessão

7. A Inconfidência foi

_______ a. um dos primeiros movimentos de rebelião
_______ b. uma corrida aos bancos de São Paulo devido à desvalorização
_______ d. o impedimento de Hermes da Fonseca
_______ d. o prelúdio da revolução de 1964

8. A proclamação da independência do Brasil tornou-se conhecida como o

_______ a. grito de Dom Pedro
_______ b. grito de 7 de setembro
_______ c. grito do Ipiranga
_______ d. grito da independência

9. Vatapá é

_______ a. um prato baiano
_______ b. um grupo de índios brasileiros
_______ c. uma cidade no Ceará
_______ d. um importante rio da bacia amazônica

10. O café foi primeiro cultivado comercialmente:

_______ a. no Vale do Paraíba do Rio de Janeiro
_______ b. Porto Alegre, Rio Grande do Sul
_______ c. Salvador, Bahia
_______ d. Santos, São Paulo

11. A cidade de Ouro Preto é famosa por:
_______ a. suas águas minerais
_______ b. suas praias
_______ c. sua universidade
_______ d. suas igrejas

12 A explosão das minas em Minas Gerais ocorreu:

_______ a. no princípio do século XVII
_______ b. no século XVIII
_______ c. no fim do século XIX
_______ d. no fim do século XVII

13. Os Sertões, de Euclides da Cunha refere-se a:

_______ a. um levante religioso
_______ b. a luta pela independência de Portugal
_______ c. uma rebelião de escravos
_______ d. a luta dos indios brasileiros para conservar suas terras.

14. Casa Grande e Senzala de Gilberto Freyre fala sobre:

_______ a. a colonização do sul da Bahia durante o surto do cacau
_______ b. condições nas plantações de café em São Paulo
_______ c. relações entre Portuguêses, Africanos e Índios na área açucareira.
_______ d. a escravização de índios brasileiros na bácia amazônica.

15. Dom Pedro II é mais lembrado por sua contribuição na

______ a. educação brasileira
______ b. fundação da república brasileira
______ c. no melhoramento da agricultura brasileira
______ d. expansão do império português

16. Lampeão foi:

______ a. um herói popular no nordeste do Brasil
______ b. um famoso médico brasileiro
6 ______ c. um pioneiro da indústria automobilística no Brasil
______ d. uma figura mística no folclore indígena

17. As Ligas Camponêsas eram:

______ a. time de futebol
______ b. bandeiras carregadas durante desfiles carnavalescos
______ c. movimentos sociais em prol de reformas agrárias
______ d. sindicatos que organizaram os cortadores de cana de açucar.

18. A migração interna no Brasil foi primeiramente na seguinte direção:

______ a. do nordeste para os estados do sul
______ b. do Rio Grande do Sul para São Paulo
______ c. da bacia amazônica para o Ceará
______ d. do Mato Grosso para o nordeste

19. O engenheiro brasileiro, Cândido Rondon é mais lembrado por:

______ a. seu trabalho no planejamento de Brasília
______ b. fundação do Serviço de Proteção aos Índios
______ c. a colonização do território que leva o seu nome.
______ d. sua construção da Via Anchieta, de São Paulo à Santos.

20. Qual o presidente americano que viajou pelo interior do Brasil?

______ a. Theodore Roosevelt
______ b. Lyndon Johnson
______ c. Franklin Delano Roosevelt
______ d. Woodrow Wilson

21. Cândido Portinari foi um famoso brasileiro como

______ a. antropologista
______ b. pintor
______ c. cantor
______ d. urbanista

22. O elemento africano da cultura brasileira destaca-se mais nos campos de:

______ a. religião e cozinha
______ b. língua e literatura
______ c. escultura e pintura
______ d. organização social e familiar

23. Os irmãos Villas Boas são

______ a. um grupo de músicos e dançarinos famosos
______ b. importantes industriais brasileiros
______ c. primeiros portuguêses donos de plantação
______ d. defensores do índio brasileiro

24. Paulo Afonso está relacionado com:

______ a. energia elétrica
______ b. energia nuclear
______ c. indústria petrolífera
______ d. gas natural

25. O Instituto Butantan é famoso por:

______ a. suas pesquisas sobre tribos indígenas
______ b. suas cobras
______ c. seus cuidados com a maternidade
______ d. seus estudos da conduta eleitoral

26. Quem descobriu o Brasil? ______________________________

27. Dê o nome da famosa batalha em Pernambuco a qual resultou na expulsão dos holandêses do Brasil ______________________

28. Os exploradores paulistas que desbravaram o interior brasileiro seguindo o curso dos rios são conhecidos como . . . . ____________________

29. O mineiro que se tornou o protomártir da independência brasileira é conhecido como . . . ____________________

30. A primeira capital do Brasil foi . . . . ____________________

31. Um nativo do estado do Rio de Janeiro é chamado . . . . ____________________

32. Dê o nome de um romance de Jorge Amado . . . ____________________

33. Qual é o presidente lembrado pela construção de Brasília . . . . ____________________

34. Dê o nome do arquiteto que desenhou Brasília ____________________

35. Dê o nome de dois cantores populares brasileiros . . . . ____________________

____

36. Dê o nome de uma dança brasileira que não seja o samba . . . . ____________________

37. Qual é o nome do partido político de oposição hoje . . . . ____________________

38. Dê o nome de dois territórios brasileiros . . ____________________

____

39. Qual é o produto de maior exportação do Brasil hoje . . . . ____________________

40. Qual era a unidade monetária do Brasil antes do cruzeiro . . . . ____________________

Appendix D

VERBAL SEMANTIC DIFFERENTIAL

(Instrument used with Volunteers in Brazil and Americans with no Brazil experience)

INSTRUCTIONS

The purpose of this questionnaire is to measure the meanings of certain things to you by having you judge them against a series of descriptive scales. In completing this questionaire, make your judgments on the basis of what these things mean to you. On each page of this booklet you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair___X__:_____:_____:_____:_____:_____:____ unfair

fair_____:_____:_____:_____:_____:_____:__X__: unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

strong_____:__X__:_____:_____:_____:_____:_____ weak

or

strong_____:_____:_____:_____:_____:__X__:_____ weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

alive_____:_____:__X__:_____:_____:_____:_____ dead

or

alive_____:_____:_____:_____:__X__:_____:_____ dead

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale is equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space:

kind _____:_____:_____:__X__:_____:_____:_____: cruel

IMPORTANT: (1) Place your check-marks in the middle of spaces, not on the boundaries:

this   not this
_____:_____:_____:__X__:_____:_____X_____

(2) Be sure you check every scale for every concept-- do not omit any .

(3) Never put more than one check-mark on a single scale.

Make each item a separate and independent judgment. Do not worry or puzzle over individual items. It is your first impressions, your immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

ARROZ E FEIJÃO
(Rice and Beans)

Unfair ______ : ______ : ______ : ______ : ______ : ______ : ______ Fair
Fast ______ : ______ : ______ : ______ : ______ : ______ : ______ Slow
Little ______ : ______ : ______ : ______ : ______ : ______ : ______ Big
Noisy ______ : ______ : ______ : ______ : ______ : ______ : ______ Quiet
Bad ______ : ______ : ______ : ______ : ______ : ______ : ______ Good
Strong ______ : ______ : ______ : ______ : ______ : ______ : ______ Weak
Shallow ______ : ______ : ______ : ______ : ______ : ______ : ______ Deep
Sweet ______ : ______ : ______ : ______ : ______ : ______ : ______ Sour
Dead ______ : ______ : ______ : ______ : ______ : ______ : ______ Alive

SAUDADE
(Longing)

Dead ______ : ______ : ______ : ______ : ______ : ______ : ______ Alive
Strong ______ : ______ : ______ : ______ : ______ : ______ : ______ Weak
Bad ______ : ______ : ______ : ______ : ______ : ______ : ______ Good
Big ______ : ______ : ______ : ______ : ______ : ______ : ______ Little
Slow ______ : ______ : ______ : ______ : ______ : ______ : ______ Fast
Shallow ______ : ______ : ______ : ______ : ______ : ______ : ______ Deep
Fair ______ : ______ : ______ : ______ : ______ : ______ : ______ Unfair
Quiet ______ : ______ : ______ : ______ : ______ : ______ : ______ Noisy
Sweet ______ : ______ : ______ : ______ : ______ : ______ : ______ Sour

PAQUERA
(On the Make)

Slow _____ : _____ : _____ : _____ : _____ : _____ : _____ Fast

Sweet _____ : _____ : _____ : _____ : _____ : _____ : _____ Sour

Little _____ : _____ : _____ : _____ : _____ : _____ : _____ Big

Alive _____ : _____ : _____ : _____ : _____ : _____ : _____ Dead

Weak _____ : _____ : _____ : _____ : _____ : _____ : _____ Strong

Good _____ : _____ : _____ : _____ : _____ : _____ : _____ Bad

Fair _____ : _____ : _____ : _____ : _____ : _____ : _____ Unfair

Quiet _____ : _____ : _____ : _____ : _____ : _____ : _____ Noisy

Deep _____ : _____ : _____ : _____ : _____ : _____ : _____ Shallow

NOIVA
(Fianceé)

Strong _____ : _____ : _____ : _____ : _____ : _____ : _____ Weak

Dead _____ : _____ : _____ : _____ : _____ : _____ : _____ Alive

Good _____ : _____ : _____ : _____ : _____ : _____ : _____ Bad

Little _____ : _____ : _____ : _____ : _____ : _____ : _____ Big

Sweet _____ : _____ : _____ : _____ : _____ : _____ : _____ Sour

Slow _____ : _____ : _____ : _____ : _____ : _____ : _____ Fast

Fair _____ : _____ : _____ : _____ : _____ : _____ : _____ Unfair

Shallow _____ : _____ : _____ : _____ : _____ : _____ : _____ Deep

Noisy _____ : _____ : _____ : _____ : _____ : _____ : _____ Quiet

PADRINHO
(Godparent)

Deep ______ : ______ : ______ : ______ : ______ : ______ : ______ Shallow

Quiet ______ : ______ : ______ : ______ : ______ : ______ : ______ Noisy

Fair ______ : ______ : ______ : ______ : ______ : ______ : ______ Unfair

Weak ______ : ______ : ______ : ______ : ______ : ______ : ______ Strong

Alive ______ : ______ : ______ : ______ : ______ : ______ : ______ Dead

Bad ______ : ______ : ______ : ______ : ______ : ______ : ______ Good

Fast ______ : ______ : ______ : ______ : ______ : ______ : ______ Slow

Sour ______ : ______ : ______ : ______ : ______ : ______ : ______ Sweet

Big ______ : ______ : ______ : ______ : ______ : ______ : ______ Little

VONTADE
(Volition)

fast ______ : ______ : ______ : ______ : ______ : ______ : ______ Slow

Sour ______ : ______ : ______ : ______ : ______ : ______ : ______ Sweet

Bad ______ : ______ : ______ : ______ : ______ : ______ : ______ Good

Strong ______ : ______ : ______ : ______ : ______ : ______ : ______ Weak

Dead ______ : ______ : ______ : ______ : ______ : ______ : ______ Alive

Deep ______ : ______ : ______ : ______ : ______ : ______ : ______ Shallow

Quiet ______ : ______ : ______ : ______ : ______ : ______ : ______ Noisy

Fair ______ : ______ : ______ : ______ : ______ : ______ : ______ Unfair

Little ______ : ______ : ______ : ______ : ______ : ______ : ______ Big

SAMBA
(Samba)

Unfair _____ : _____ : _____ : _____ : _____ : _____ : _____ Fair

Strong _____ : _____ : _____ : _____ : _____ : _____ : _____ Weak

Bad _____ : _____ : _____ : _____ : _____ : _____ : _____ Good

Noisy _____ : _____ : _____ : _____ : _____ : _____ : _____ Quiet

Shallow _____ : _____ : _____ : _____ : _____ : _____ : _____ Deep

Sweet _____ : _____ : _____ : _____ : _____ : _____ : _____ Sour

Little _____ : _____ : _____ : _____ : _____ : _____ : _____ Big

Fast _____ : _____ : _____ : _____ : _____ : _____ : _____ Slow

Dead _____ : _____ : _____ : _____ : _____ : _____ : _____ Alive

JEITO
(Adroitness)

Noisy _____ : _____ : _____ : _____ : _____ : _____ : _____ Quiet

Shallow _____ : _____ : _____ : _____ : _____ : _____ : _____ Deep

Fair _____ : _____ : _____ : _____ : _____ : _____ : _____ Unfair

Strong _____ : _____ : _____ : _____ : _____ : _____ : _____ Weak

Slow _____ : _____ : _____ : _____ : _____ : _____ : _____ Fast

Good _____ : _____ : _____ : _____ : _____ : _____ : _____ Bad

Little _____ : _____ : _____ : _____ : _____ : _____ : _____ Big

Alive _____ : _____ : _____ : _____ : _____ : _____ : _____ Dead

Sour _____ : _____ : _____ : _____ : _____ : _____ : _____ Sweet

DOENTE
(Sick)

Fast ______ : ______ : ______ : ______ : ______ : ______ : ______ Slow

Little ______ : ______ : ______ : ______ : ______ : ______ : ______ Big

Sweet ______ : ______ : ______ : ______ : ______ : ______ : ______ Sour

Quiet ______ : ______ : ______ : ______ : ______ : ______ : ______ Noisy

Fair ______ : ______ : ______ : ______ : ______ : ______ : ______ Unfair

Weak ______ : ______ : ______ : ______ : ______ : ______ : ______ Strong

Alive ______ : ______ : ______ : ______ : ______ : ______ : ______ Dead

Shallow ______ : ______ : ______ : ______ : ______ : ______ : ______ Deep

Good ______ : ______ : ______ : ______ : ______ : ______ : ______ Bad

FEIJOADA
(Stew)

Sweet ______ : ______ : ______ : ______ : ______ : ______ : ______ Sour

Little ______ : ______ : ______ : ______ : ______ : ______ : ______ Big

Fast ______ : ______ : ______ : ______ : ______ : ______ : ______ Slow

Weak ______ : ______ : ______ : ______ : ______ : ______ : ______ Strong

Good ______ : ______ : ______ : ______ : ______ : ______ : ______ Bad

Unfair ______ : ______ : ______ : ______ : ______ : ______ : ______ Fair

Alive ______ : ______ : ______ : ______ : ______ : ______ : ______ Dead

Shallow ______ : ______ : ______ : ______ : ______ : ______ : ______ Deep

Noisy ______ : ______ : ______ : ______ : ______ : ______ : ______ Quiet

PIADA
(Joke)

Fair ______ : ______ : ______ : ______ : ______ : ______ : ______ Unfair

Shallow ______ : ______ : ______ : ______ : ______ : ______ : ______ Deep

Noisy ______ : ______ : ______ : ______ : ______ : ______ : ______ Quiet

Bad ______ : ______ : ______ : ______ : ______ : ______ : ______ Good

Alive ______ : ______ : ______ : ______ : ______ : ______ : ______ Dead

Weak ______ : ______ : ______ : ______ : ______ : ______ : ______ Strong

Fast ______ : ______ : ______ : ______ : ______ : ______ : ______ Slow

Sour ______ : ______ : ______ : ______ : ______ : ______ : ______ Sweet

Big ______ : ______ : ______ : ______ : ______ : ______ : ______ Little

BRAZIL
(Brazil)

Noisy _____ : _____ : _____ : _____ : _____ : _____ : _____ Quiet
Shallow _____ : _____ : _____ : _____ : _____ : _____ : _____ Deep
Fair _____ : _____ : _____ : _____ : _____ : _____ : _____ Unfair
Slow _____ : _____ : _____ : _____ : _____ : _____ : _____ Fast
Sweet _____ : _____ : _____ : _____ : _____ : _____ : _____ Sour
Little _____ : _____ : _____ : _____ : _____ : _____ : _____ Big
Good _____ : _____ : _____ : _____ : _____ : _____ : _____ Bad
Weak _____ : _____ : _____ : _____ : _____ : _____ : _____ Strong
Alive _____ : _____ : _____ : _____ : _____ : _____ : _____ Dead

BATE-PAPO
(Small Talk)

Sweet _____ : _____ : _____ : _____ : _____ : _____ : _____ Sour
Little _____ : _____ : _____ : _____ : _____ : _____ : _____ Big
Fast _____ : _____ : _____ : _____ : _____ : _____ : _____ Slow
Weak _____ : _____ : _____ : _____ : _____ : _____ : _____ Strong
Alive _____ : _____ : _____ : _____ : _____ : _____ : _____ Dead
Bad _____ : _____ : _____ : _____ : _____ : _____ : _____ Good
Noisy _____ : _____ : _____ : _____ : _____ : _____ : _____ Quiet
Shallow _____ : _____ : _____ : _____ : _____ : _____ : _____ Deep
Fair _____ : _____ : _____ : _____ : _____ : _____ : _____ Unfair

CHEFE
(Boss)

Fair ______ : ______ : ______ : ______ : ______ : ______ : ______ Unfair
Weak ______ : ______ : ______ : ______ : ______ : ______ : ______ Strong
Fast ______ : ______ : ______ : ______ : ______ : ______ : ______ Slow
Bad ______ : ______ : ______ : ______ : ______ : ______ : ______ Good
Alive ______ : ______ : ______ : ______ : ______ : ______ : ______ Dead
Little ______ : ______ : ______ : ______ : ______ : ______ : ______ Big
Sweet ______ : ______ : ______ : ______ : ______ : ______ : ______ Sour
Quiet ______ : ______ : ______ : ______ : ______ : ______ : ______ Noisy
Deep ______ : ______ : ______ : ______ : ______ : ______ : ______ Shallow

ILMO. SR.
(My Dear Sir:)

Good ______ : ______ : ______ : ______ : ______ : ______ : ______ Bad
Dead ______ : ______ : ______ : ______ : ______ : ______ : ______ Alive
Strong ______ : ______ : ______ : ______ : ______ : ______ : ______ Weak
Unfair ______ : ______ : ______ : ______ : ______ : ______ : ______ Fair
Deep ______ : ______ : ______ : ______ : ______ : ______ : ______ Shallow
Quiet ______ : ______ : ______ : ______ : ______ : ______ : ______ Noisy
Sweet ______ : ______ : ______ : ______ : ______ : ______ : ______ Sour
Slow ______ : ______ : ______ : ______ : ______ : ______ : ______ Fast
Big ______ : ______ : ______ : ______ : ______ : ______ : ______ Little

CACHAÇA
(Cheap Whiskey)

Good _____ : _____ : _____ : _____ : _____ : _____ : _____ Bad

Weak _____ : _____ : _____ : _____ : _____ : _____ : _____ Strong

Alive _____ : _____ : _____ : _____ : _____ : _____ : _____ Dead

Sour _____ : _____ : _____ : _____ : _____ : _____ : _____ Sweet

Noisy _____ : _____ : _____ : _____ : _____ : _____ : _____ Quiet

Small _____ : _____ : _____ : _____ : _____ : _____ : _____ Big

Shallow _____ : _____ : _____ : _____ : _____ : _____ : _____ Deep

Fair _____ : _____ : _____ : _____ : _____ : _____ : _____ Unfair

Slow _____ : _____ : _____ : _____ : _____ : _____ : _____ Fast

CAFEZINHO
(Espresso Coffee)

Little _____ : _____ : _____ : _____ : _____ : _____ : _____ Big

Fast _____ : _____ : _____ : _____ : _____ : _____ : _____ Slow

Sour _____ : _____ : _____ : _____ : _____ : _____ : _____ Sweet

Strong _____ : _____ : _____ : _____ : _____ : _____ : _____ Weak

Quiet _____ : _____ : _____ : _____ : _____ : _____ : _____ Noisy

Deep _____ : _____ : _____ : _____ : _____ : _____ : _____ Shallow

Good _____ : _____ : _____ : _____ : _____ : _____ : _____ Bad

Dead _____ : _____ : _____ : _____ : _____ : _____ : _____ Alive

Fair _____ : _____ : _____ : _____ : _____ : _____ : _____ Unfair

POBRE
(Poor)

Unfair ______ : ______ : ______ : ______ : ______ : ______ : ______ Fair
Deep ______ : ______ : ______ : ______ : ______ : ______ : ______ Shallow
Quiet ______ : ______ : ______ : ______ : ______ : ______ : ______ Noisy
Good ______ : ______ : ______ : ______ : ______ : ______ : ______ Bad
Dead ______ : ______ : ______ : ______ : ______ : ______ : ______ Alive
Strong ______ : ______ : ______ : ______ : ______ : ______ : ______ Weak
Sour ______ : ______ : ______ : ______ : ______ : ______ : ______ Sweet
Fast ______ : ______ : ______ : ______ : ______ : ______ : ______ Slow
Little ______ : ______ : ______ : ______ : ______ : ______ : ______ Big

PATRAO
(Patron)

Alive ______ : ______ : ______ : ______ : ______ : ______ : ______ Dead
Little ______ : ______ : ______ : ______ : ______ : ______ : ______ Big
Bad ______ : ______ : ______ : ______ : ______ : ______ : ______ Good
Strong ______ : ______ : ______ : ______ : ______ : ______ : ______ Weak
Quiet ______ : ______ : ______ : ______ : ______ : ______ : ______ Noisy

Fair ______ : ______ : ______ : ______ : ______ : ______ : ______ Unfair
Shallow ______ : ______ : ______ : ______ : ______ : ______ : ______ Deep
Fast ______ : ______ : ______ : ______ : ______ : ______ : ______ Slow
Sour ______ : ______ : ______ : ______ : ______ : ______ : ______ Sweet

EMPREGADA
(Servant)

Little ______ : ______ : ______ : ______ : ______ : ______ : ______ Big
Noisy ______ : ______ : ______ : ______ : ______ : ______ : ______ Quiet
Shallow ______ : ______ : ______ : ______ : ______ : ______ : ______ Deep
Sweet ______ : ______ : ______ : ______ : ______ : ______ : ______ Sour
Slow ______ : ______ : ______ : ______ : ______ : ______ : ______ Fast
Good ______ : ______ : ______ : ______ : ______ : ______ : ______ Bad
Weak ______ : ______ : ______ : ______ : ______ : ______ : ______ Strong
Fair ______ : ______ : ______ : ______ : ______ : ______ : ______ Unfair

Dead ______ : ______ : ______ : ______ : ______ : ______ : ______ Alive

MULHER
(Woman)

Weak ______ : ______ : ______ : ______ : ______ : ______ : ______ Strong

Fair ______ : ______ : ______ : ______ : ______ : ______ : ______ Unfair

Dead ______ : ______ : ______ : ______ : ______ : ______ : ______ Alive

Good ______ : ______ : ______ : ______ : ______ : ______ : ______ Bad

Shallow ______ : ______ : ______ : ______ : ______ : ______ : ______ Deep

Fast ______ : ______ : ______ : ______ : ______ : ______ : ______ Slow

Sour ______ : ______ : ______ : ______ : ______ : ______ : ______ Sweet

Big ______ : ______ : ______ : ______ : ______ : ______ : ______ Little

Quiet ______ : ______ : ______ : ______ : ______ : ______ : ______ Noisy

AZAR
(Bad Luck)

Fast ______ : ______ : ______ : ______ : ______ : ______ : ______ Slow

Sour ______ : ______ : ______ : ______ : ______ : ______ : ______ Sweet

Big ______ : ______ : ______ : ______ : ______ : ______ : ______ Little

Dead ______ : ______ : ______ : ______ : ______ : ______ : ______ Alive

Good ______ : ______ : ______ : ______ : ______ : ______ : ______ Bad

Weak ______ : ______ : ______ : ______ : ______ : ______ : ______ Strong

Noisy ______ : ______ : ______ : ______ : ______ : ______ : ______ Quiet

Unfair ______ : ______ : ______ : ______ : ______ : ______ : ______ Fair

Deep ______ : ______ : ______ : ______ : ______ : ______ : ______ Shallow

GRAÇAS A DEUS
(Thank God)

Big ______ : ______ : ______ : ______ : ______ : ______ : ______ Little

Quiet ______ : ______ : ______ : ______ : ______ : ______ : ______ Noisy

Sour ______ : ______ : ______ : ______ : ______ : ______ : ______ Sweet

Alive ______ : ______ : ______ : ______ : ______ : ______ : ______ Dead

Bad ______ : ______ : ______ : ______ : ______ : ______ : ______ Good

Deep ______ : ______ : ______ : ______ : ______ : ______ : ______ Shalllow

Slow ______ : ______ : ______ : ______ : ______ : ______ : ______ Fast

Fair ______ : ______ : ______ : ______ : ______ : ______ : ______ Unfair

Weak ______ : ______ : ______ : ______ : ______ : ______ : ______ Strong

AUTORIDADE
(Authority)

Sour ______ : ______ : ______ : ______ : ______ : ______ : ______ Sweet

Strong ______ : ______ : ______ : ______ : ______ : ______ : ______ Weak

Quiet ______ : ______ : ______ : ______ : ______ : ______ : ______ Noisy

Fair ______ : ______ : ______ : ______ : ______ : ______ : ______ Unfair

Shallow ______ : ______ : ______ : ______ : ______ : ______ : ______ Deep

Fast ______ : ______ : ______ : ______ : ______ : ______ : ______ Slow

Bad ______ : ______ : ______ : ______ : ______ : ______ : ______ Good

Big ______ : ______ : ______ : ______ : ______ : ______ : ______ Little

Dead ______ : ______ : ______ : ______ : ______ : ______ : ______ Alive

BAIRRO
(Neighborhood)

Slow _____ : _____ : _____ : _____ : _____ : _____ : _____ Fast
Little _____ : _____ : _____ : _____ : _____ : _____ : _____ Big
Sweet _____ : _____ : _____ : _____ : _____ : _____ : _____ Sour
Strong _____ : _____ : _____ : _____ : _____ : _____ : _____ Weak
Bad _____ : _____ : _____ : _____ : _____ : _____ : _____ Good
Alive _____ : _____ : _____ : _____ : _____ : _____ : _____ Dead
Unfair _____ : _____ : _____ : _____ : _____ : _____ : _____ Fair
Deep _____ : _____ : _____ : _____ : _____ : _____ : _____ Shallow
Quiet _____ : _____ : _____ : _____ : _____ : _____ : _____ Noisy

____
(Town)

Deep _____ : _____ : _____ : _____ : _____ : _____ : _____ Shallow
Slow _____ : _____ : _____ : _____ : _____ : _____ : _____ Fast
Good _____ : _____ : _____ : _____ : _____ : _____ : _____ Bad
Weak _____ : _____ : _____ : _____ : _____ : _____ : _____ Strong
Alive _____ : _____ : _____ : _____ : _____ : _____ : _____ Dead
Unfair _____ : _____ : _____ : _____ : _____ : _____ : _____ Fair
Noisy _____ : _____ : _____ : _____ : _____ : _____ : _____ Quiet
Little _____ : _____ : _____ : _____ : _____ : _____ : _____ Big
Sweet _____ : _____ : _____ : _____ : _____ : _____ : _____ Sour

__________________ __________________
(Name)

Good _______ : _______ : _______ : _______ : _______ : _______ : _______ Bad

Weak _______ : _______ : _______ : _______ : _______ : _______ : _______ Strong

Alive _______ : _______ : _______ : _______ : _______ : _______ : _______ Dead

Little _______ : _______ : _______ : _______ : _______ : _______ : _______ Big

Fair _______ : _______ : _______ : _______ : _______ : _______ : _______ Unfair

Quiet _______ : _______ : _______ : _______ : _______ : _______ : _______ Noisy

Sweet _______ : _______ : _______ : _______ : _______ : _______ : _______ Sour

Shallow _______ : _______ : _______ : _______ : _______ : _______ : _______ Deep

Cut Here
- -
Cut Here

Key for PADRINHO - Activity

Quiet Cut Out Noisy
7 6 5 4 3 2 1

Alive Cut Out Dead
7 6 5 4 3 2 1

Fast Cut Out Slow
7 6 5 4 3 2 1

Key for VONTADE - Potency

Strong Cut Out Weak
7 6 5 4 3 2 1

Deep Cut Out Shallow
7 6 5 4 3 2 1

Little Cut Out Big
1 2 3 4 5 6 7

Cut Here
- -
Cut Here

Key for CHEFE - Potency

Weak Cut Out Strong
1 2 3 4 5 6 7

Little Cut Out Big
1 2 3 4 5 6 7

Deep Cut Out Shallow
7 6 5 4 3 2 1

Key for ILMO SR. - Potency

Strong	Cut Out	Weak
	1 2 3 4 5 6 7	
Deep	Cut Out	Shallow
	7 6 5 4 3 2 1	
Big	Cut Out	Little
	7 6 5 4 3 2 1	

Cut Here - Cut Here

Key for NAME - Potency

Weak	Cut Out	Strong
	1 2 3 4 5 6 7	
Little	Cut Out	Big
	1 2 3 4 5 6 7	
Shallow	Cut Out	Deep
	1 2 3 4 5 6 7	

Key for BATE-PAPO - Evaluation

Sweet | Cut Out | Sour
7 6 5 4 3 2 1

Bad | Cut Out | Good
1 2 3 4 5 6 7

Fair | Cut Out | Unfair
7 6 5 4 3 2 1

Cut Here

- -

Cut Here

Key for BRAZIL - Evaluation

Fair | Cut Out | Unfair
7 6 5 4 3 2 1

Sweet | Cut Out | Sour
7 6 5 4 3 2 1

Good | Cut Out | Bad
7 6 5 4 3 2 1

Key for CACHACA - Evaluation

Good [Cut Out] Bad

7 6 5 4 3 2 1

Sour [Cut Out] Sweet

1 2 3 4 5 6 7

Fair [Cut Out] Unfair

7 6 5 4 3 2 1

Cut Here

Cut Here

Key for EMPREGADA - Evaluation

Sweet [Cut Out] Sour

7 6 5 4 3 2 1

Good [Cut Out] Bad

7 6 5 4 3 2 1

Fair [Cut Out] Unfair

7 6 5 4 3 2 1

Key for TOWN - Evaluation

Good Cut Out Bad

7 6 5 4 3 2 1

Unfair Cut Out Fair

1 2 3 4 5 6 7

Sweet Cut Out Sour

7 6 5 4 3 2 1

Cut Here

- -

Cut Here

Key for VONTADE - Evaluation

1 2 3 4 5 6 7

Sour Sweet

Bad Cut Out Good

1 2 3 4 5 6 7

Fair Cut Out Unfair

7 6 5 4 3 2 1

Key for CHEFE - Evaluation

Fair Cut Out Unfair

7 6 5 4 3 2 1

Bad Cut Out Good

1 2 3 4 5 6 7

Sweet Cut Out Sour

7 6 5 4 3 2 1

Appendix E - VERBAL SEMANTIC DIFFERENTIAL test given to Brazilians

Instruções

O objetivo deste questionário é medir o significado que certas coisas tem para diversas pessoas no julgamento das mesmas em relação a uma série de escalas de caráter descritivo. Para preencher este questionário faça seu julgamento, levando em consideração o que essas coisas significam para você. Em cada página desta apostila, você encontrará um conceito diferente a ser considerado e abaixo de cada conceito, um conjunto de escalas. Em cada uma das escalas, na sua devida ordem, você deverá avaliar o conceito mencionado. Voce deverá usar essas escalas da seguinte maneira:

Se você acha que o conceito mencionado ao alto da página é bem relacionado a um dos adjetivos das extremidades da escala, você deverá marcar como no exemplo:

justo_X__:____:____:____:____:____:____ injusto

OU

justo____:____:____:____:____:____:_X__ injusto

Se você acha que o conceito é mais ou menos relacionado a um dos adjetivos das extremidades da escala (mas não ao extremo), você deverá marcar como no exemplo:

forte____:_X__:____:____:____:____:____ fraco

OU

forte____:____:____:____:____:_X__:____ fraco

Se você acha que o conceito é somente levemente relacionado a um dos adjetivos das extremidades da escala (mas não exatamente neutro) você deverá marcar como no exemplo:

vivo____:____:_X__:____:____:____:____ morto

OU

vivo____:____:____:____:_X__:____:____ morto

Consequentemente, a direção na escla onde voce marca, naturalmente, depende de qual adjetivo na escala mais caracteriza o conceito que você está julgando.

Se você considera o conceito neutro na escala (ambos os adjetivos da escala igualmente relacionados ao conceito), você deverá marcar no meio da escala:

bondoso____:____:____:_X__:____:____:____ cruel

IMPORTANTE: (1) Coloque a marca no meio dos espaços, não entre espaços.

assim não assim

____:____:_X__:____X____:____:____

(2) Verifique se você marcou todas as escalas para todos os conceitos - não omita nada.

(3) Não ponha mais do que uma marca em cada escala.

Faça para cada item um julgamento separado e independente. Não se preocupe ou quebre a cabeça com um determinado item. Nós queremos suas primeiras impressões ou os "sentimentos" imediatos de cada item. Por outro lado, pedimos-lhe ser conscienscioso pois queremos suas impressões reais.

MULHER

Fraco _____ : _____ : _____ : _____ : _____ : _____ : _____ Forte
Justo _____ : _____ : _____ : _____ : _____ : _____ : _____ Injusto
Morto _____ : _____ : _____ : _____ : _____ : _____ : _____ Vivo
Bom _____ : _____ : _____ : _____ : _____ : _____ : _____ Ruim
Raso _____ : _____ : _____ : _____ : _____ : _____ : _____ Fundo
Rápido _____ : _____ : _____ : _____ : _____ : _____ : _____ Vagaroso
Azedo _____ : _____ : _____ : _____ : _____ : _____ : _____ Doce
Grande _____ : _____ : _____ : _____ : _____ : _____ : _____ Pequeno
Quieto _____ : _____ : _____ : _____ : _____ : _____ : _____ Agitado

AZAR

Rápido _____ : _____ : _____ : _____ : _____ : _____ : _____ Vagaroso
Azedo _____ : _____ : _____ : _____ : _____ : _____ : _____ Doce
Grande _____ : _____ : _____ : _____ : _____ : _____ : _____ Pequeno
Morto _____ : _____ : _____ : _____ : _____ : _____ : _____ Vivo
Bom _____ : _____ : _____ : _____ : _____ : _____ : _____ Ruim
Fraco _____ : _____ : _____ : _____ : _____ : _____ : _____ Forte
Agitado _____ : _____ : _____ : _____ : _____ : _____ : _____ Quieto
Injusto _____ : _____ : _____ : _____ : _____ : _____ : _____ Justo
Fundo _____ : _____ : _____ : _____ : _____ : _____ : _____ Raso

GRAÇAS À DEUS

Grande _____ : _____ : _____ : _____ : _____ : _____ : _____ Pequeno
Quieto _____ : _____ : _____ : _____ : _____ : _____ : _____ Agitado
Azedo _____ : _____ : _____ : _____ : _____ : _____ : _____ Doce
Vivo _____ : _____ : _____ : _____ : _____ : _____ : _____ Morto
Ruim _____ : _____ : _____ : _____ : _____ : _____ : _____ Bom
Fundo _____ : _____ : _____ : _____ : _____ : _____ : _____ Raso
Vagaroso _____ : _____ : _____ : _____ : _____ : _____ : _____ Rápido
Justo _____ : _____ : _____ : _____ : _____ : _____ : _____ Injusto
Fraco _____ : _____ : _____ : _____ : _____ : _____ : _____ Forte

AUTORIDADE

Azedo _____ : _____ : _____ : _____ : _____ : _____ : _____ Doce
Forte _____ : _____ : _____ : _____ : _____ : _____ : _____ Fraco
Quieto _____ : _____ : _____ : _____ : _____ : _____ : _____ Agitado
Justo _____ : _____ : _____ : _____ : _____ : _____ : _____ Injusto
Raso _____ : _____ : _____ : _____ : _____ : _____ : _____ Fundo
Rápido _____ : _____ : _____ : _____ : _____ : _____ : _____ Vagaroso
Ruim _____ : _____ : _____ : _____ : _____ : _____ : _____ Bom
Grande _____ : _____ : _____ : _____ : _____ : _____ : _____ Pequeno
Morto _____ : _____ : _____ : _____ : _____ : _____ : _____ Vivo

EMPREGADA

Pequeno _____ : _____ : _____ : _____ : _____ : _____ : _____ Grande

Agitado _____ : _____ : _____ : _____ : _____ : _____ : _____ Quieto

Raso _____ : _____ : _____ : _____ : _____ : _____ : _____ Fundo

Doce _____ : _____ : _____ : _____ : _____ : _____ : _____ Azedo

Vagaroso _____ : _____ : _____ : _____ : _____ : _____ : _____ Rapido

Bom _____ : _____ : _____ : _____ : _____ : _____ : _____ Ruim

Fraco _____ : _____ : _____ : _____ : _____ : _____ : _____ Forte

Justo _____ : _____ : _____ : _____ : _____ : _____ : _____ Injusto

Morto _____ : _____ : _____ : _____ : _____ : _____ : _____ Vivo

PATRAO

Vivo _____ : _____ : _____ : _____ : _____ : _____ : _____ Morto

Pequeno _____ : _____ : _____ : _____ : _____ : _____ : _____ Grande

Ruim _____ : _____ : _____ : _____ : _____ : _____ : _____ Bom

Forte _____ : _____ : _____ : _____ : _____ : _____ : _____ Fraco

Quieto _____ : _____ : _____ : _____ : _____ : _____ : _____ Agitado

Justo _____ : _____ : _____ : _____ : _____ : _____ : _____ Injusto

Raso _____ : _____ : _____ : _____ : _____ : _____ : _____ Fundo

Rápido _____ : _____ : _____ : _____ : _____ : _____ : _____ Vagaroso

Azedo _____ : _____ : _____ : _____ : _____ : _____ : _____ Doce

ILMO. SR.

Bom ______ : ______ : ______ : ______ : ______ : ______ : ______ Ruim

Morto ______ : ______ : ______ : ______ : ______ : ______ : ______ Vivo

Forte ______ : ______ : ______ : ______ : ______ : ______ : ______ Fraco

Injusto ______ : ______ : ______ : ______ : ______ : ______ : ______ Justo

Fundo ______ : ______ : ______ : ______ : ______ : ______ : ______ Raso

Quieto ______ : ______ : ______ : ______ : ______ : ______ : ______ Agitado

Doce ______ : ______ : ______ : ______ : ______ : ______ : ______ Azedo

Vagaroso ______ : ______ : ______ : ______ : ______ : ______ : ______ Rápido

Grande ______ : ______ : ______ : ______ : ______ : ______ : ______ Pequeno

PADRINHO

Fundo ______ : ______ : ______ : ______ : ______ : ______ : ______ Raso

Quieto ______ : ______ : ______ : ______ : ______ : ______ : ______ Agitado

Justo ______ : ______ : ______ : ______ : ______ : ______ : ______ Injusto

Fraco ______ : ______ : ______ : ______ : ______ : ______ : ______ Forte

Vivo ______ : ______ : ______ : ______ : ______ : ______ : ______ Morto

Ruim ______ : ______ : ______ : ______ : ______ : ______ : ______ Bom

Rápido ______ : ______ : ______ : ______ : ______ : ______ : ______ Vagaroso

Azedo ______ : ______ : ______ : ______ : ______ : ______ : ______ Doce

Grande ______ : ______ : ______ : ______ : ______ : ______ : ______ Pequeno

BATE-PAPO

Doce ______ : ______ : ______ : ______ : ______ : ______ : ______ Azedo
Pequeno ______ : ______ : ______ : ______ : ______ : ______ : ______ Grande
Rápido ______ : ______ : ______ : ______ : ______ : ______ : ______ Vagaroso
Fraco ______ : ______ : ______ : ______ : ______ : ______ : ______ Forte
Vivo ______ : ______ : ______ : ______ : ______ : ______ : ______ Morto
Ruin ______ : ______ : ______ : ______ : ______ : ______ : ______ Bom
Agitado ______ : ______ : ______ : ______ : ______ : ______ : ______ Quieto
Raso ______ : ______ : ______ : ______ : ______ : ______ : ______ Fundo
Justo ______ : ______ : ______ : ______ : ______ : ______ : ______ Injusto

CHEFE

Justo ______ : ______ : ______ : ______ : ______ : ______ : ______ Injusto
Fraco ______ : ______ : ______ : ______ : ______ : ______ : ______ Forte
Rápido ______ : ______ : ______ : ______ : ______ : ______ : ______ Vagaroso
Ruin ______ : ______ : ______ : ______ : ______ : ______ : ______ Bom
Vivo ______ : ______ : ______ : ______ : ______ : ______ : ______ Morto
Pequeno ______ : ______ : ______ : ______ : ______ : ______ : ______ Grande
Doce ______ : ______ : ______ : ______ : ______ : ______ : ______ Azedo
Quieto ______ : ______ : ______ : ______ : ______ : ______ : ______ Agitado
Fundo ______ : ______ : ______ : ______ : ______ : ______ : ______ Raso

DOENTE

Rápido ______ : ______ : ______ : ______ : ______ : ______ : ______ Vagaroso
Pequeno ______ : ______ : ______ : ______ : ______ : ______ : ______ Grande
Doce ______ : ______ : ______ : ______ : ______ : ______ : ______ Azedo
Quieto ______ : ______ : ______ : ______ : ______ : ______ : ______ Agitado
Justo ______ : ______ : ______ : ______ : ______ : ______ : ______ Injusto
Fraco ______ : ______ : ______ : ______ : ______ : ______ : ______ Forte
Vivo ______ : ______ : ______ : ______ : ______ : ______ : ______ Morto
Raso ______ : ______ : ______ : ______ : ______ : ______ : ______ Fundo
Bom ______ : ______ : ______ : ______ : ______ : ______ : ______ Ruim

FEIJOADA

Doce ______ : ______ : ______ : ______ : ______ : ______ : ______ Azedo
Pequeno ______ : ______ : ______ : ______ : ______ : ______ : ______ Grande
Rápido ______ : ______ : ______ : ______ : ______ : ______ : ______ Vagaroso
Fraco ______ : ______ : ______ : ______ : ______ : ______ : ______ Forte
Bom ______ : ______ : ______ : ______ : ______ : ______ : ______ Ruim
Injusto ______ : ______ : ______ : ______ : ______ : ______ : ______ Justo
Vivo ______ : ______ : ______ : ______ : ______ : ______ : ______ Morto
Raso ______ : ______ : ______ : ______ : ______ : ______ : ______ Fundo
Agitado ______ : ______ : ______ : ______ : ______ : ______ : ______ Quieto

CAFEZINHO

Pequeno _____ : _____ : _____ : _____ : _____ : _____ : _____ Grande

Rápido _____ : _____ : _____ : _____ : _____ : _____ : _____ Vagaroso

Azedo _____ : _____ : _____ : _____ : _____ : _____ : _____ Doce

Forte _____ : _____ : _____ : _____ : _____ : _____ : _____ Fraco

Quieto _____ : _____ : _____ : _____ : _____ : _____ : _____ Agitado

Fundo _____ : _____ : _____ : _____ : _____ : _____ : _____ Raso

Bom _____ : _____ : _____ : _____ : _____ : _____ : _____ Ruim

Morto _____ : _____ : _____ : _____ : _____ : _____ : _____ Vivo

Justo _____ : _____ : _____ : _____ : _____ : _____ : _____ Injusto

ARROZ E FEIJÃO

Injusto _____ : _____ : _____ : _____ : _____ : _____ : _____ Justo

Rápido _____ : _____ : _____ : _____ : _____ : _____ : _____ Vagaroso

Pequeno _____ : _____ : _____ : _____ : _____ : _____ : _____ Grande

Agitado _____ : _____ : _____ : _____ : _____ : _____ : _____ Quieto

Ruim _____ : _____ : _____ : _____ : _____ : _____ : _____ Bom

Forte _____ : _____ : _____ : _____ : _____ : _____ : _____ Fraco

Raso _____ : _____ : _____ : _____ : _____ : _____ : _____ Fundo

Doce _____ : _____ : _____ : _____ : _____ : _____ : _____ Azedo

Morto _____ : _____ : _____ : _____ : _____ : _____ : _____ Vivo

VONTADE

Rápido ______ : ______ : ______ : ______ : ______ : ______ : ______ Vagaroso

Azedo ______ : ______ : ______ : ______ : ______ : ______ : ______ Doce

Ruim ______ : ______ : ______ : ______ : ______ : ______ : ______ Bom

Forte ______ : ______ : ______ : ______ : ______ : ______ : ______ Fraco

Morto ______ : ______ : ______ : ______ : ______ : ______ : ______ Vivo

Fundo ______ : ______ : ______ : ______ : ______ : ______ : ______ Raso

Quieto ______ : ______ : ______ : ______ : ______ : ______ : ______ Agitado

Justo ______ : ______ : ______ : ______ : ______ : ______ : ______ Injusto

Pequeno ______ : ______ : ______ : ______ : ______ : ______ : ______ Grande

CACHAÇA

Bom ______ : ______ : ______ : ______ : ______ : ______ : ______ Ruim

Fraco ______ : ______ : ______ : ______ : ______ : ______ : ______ Forte

Vivo ______ : ______ : ______ : ______ : ______ : ______ : ______ Morto

Azedo ______ : ______ : ______ : ______ : ______ : ______ : ______ Doce

Agitado ______ : ______ : ______ : ______ : ______ : ______ : ______ Quieto

Pequeno ______ : ______ : ______ : ______ : ______ : ______ : ______ Grande

Raso ______ : ______ : ______ : ______ : ______ : ______ : ______ Fundo

Justo ______ : ______ : ______ : ______ : ______ : ______ : ______ Injusto

Vagaroso ______ : ______ : ______ : ______ : ______ : ______ : ______ Rápido

PIADA

Justo ______ : ______ : ______ : ______ : ______ : ______ : ______ Injusto
Raso ______ : ______ : ______ : ______ : ______ : ______ : ______ Fundo
Agitado ______ : ______ : ______ : ______ : ______ : ______ : ______ Quieto
Ruim ______ : ______ : ______ : ______ : ______ : ______ : ______ Bom
Vivo ______ : ______ : ______ : ______ : ______ : ______ : ______ Morto
Fraco ______ : ______ : ______ : ______ : ______ : ______ : ______ Forte
Rápido ______ : ______ : ______ : ______ : ______ : ______ : ______ Vagaroso
Azedo ______ : ______ : ______ : ______ : ______ : ______ : ______ Doce
Grande ______ : ______ : ______ : ______ : ______ : ______ : ______ Pequeno

PAQUERA

Vagaroso ______ : ______ : ______ : ______ : ______ : ______ : ______ Rápido
Doce ______ : ______ : ______ : ______ : ______ : ______ : ______ Azedo
Pequeno ______ : ______ : ______ : ______ : ______ : ______ : ______ Grande
Vivo ______ : ______ : ______ : ______ : ______ : ______ : ______ Morto
Fraco ______ : ______ : ______ : ______ : ______ : ______ : ______ Forte
Bom ______ : ______ : ______ : ______ : ______ : ______ : ______ Ruim
Justo ______ : ______ : ______ : ______ : ______ : ______ : ______ Injusto
Quieto ______ : ______ : ______ : ______ : ______ : ______ : ______ Agitado
Fundo ______ : ______ : ______ : ______ : ______ : ______ : ______ Raso

N IVA

Forte _____ : _____ : _____ : _____ : _____ : _____ : _____ Fraco

Morto _____ : _____ : _____ : _____ : _____ : _____ : _____ Vivo

Bom _____ : _____ : _____ : _____ : _____ : _____ : _____ Ruim

Pequeno _____ : _____ : _____ : _____ : _____ : _____ : _____ Grande

Doce _____ : _____ : _____ : _____ : _____ : _____ : _____ Azedo

Vagaroso _____ : _____ : _____ : _____ : _____ : _____ : _____ Rápido

Justo _____ : _____ : _____ : _____ : _____ : _____ : _____ Injusto

Raso _____ : _____ : _____ : _____ : _____ : _____ : _____ Fundo

Agitado _____ : _____ : _____ : _____ : _____ : _____ : _____ Quieto

BRASIL

Agitado _____ : _____ : _____ : _____ : _____ : _____ : _____ Quieto

Raso _____ : _____ : _____ : _____ : _____ : _____ : _____ Fundo

Justo _____ : _____ : _____ : _____ : _____ : _____ : _____ Injusto

Vagaroso _____ : _____ : _____ : _____ : _____ : _____ : _____ Rápido

Doce _____ : _____ : _____ : _____ : _____ : _____ : _____ Azedo

Pequeno _____ : _____ : _____ : _____ : _____ : _____ : _____ Grande

Bom _____ : _____ : _____ : _____ : _____ : _____ : _____ Ruim

Fraco _____ : _____ : _____ : _____ : _____ : _____ : _____ Forte

Vivo _____ : _____ : _____ : _____ : _____ : _____ : _____ Morto

SAUDADE

Morto ______ : ______ : ______ : ______ : ______ : ______ : ______ Vivo

Forte ______ : ______ : ______ : ______ : ______ : ______ : ______ Fraco

Ruim ______ : ______ : ______ : ______ : ______ : ______ : ______ Bom

Grande ______ : ______ : ______ : ______ : ______ : ______ : ______ Pequeno

Vagaroso ______ : ______ : ______ : ______ : ______ : ______ : ______ Rápido

Fundo ______ : ______ : ______ : ______ : ______ : ______ : ______ Raso

Injusto ______ : ______ : ______ : ______ : ______ : ______ : ______ Justo

Quieto ______ : ______ : ______ : ______ : ______ : ______ : ______ Agitado

Doce ______ : ______ : ______ : ______ : ______ : ______ : ______ Azedo

POBRE

Injusto ______ : ______ : ______ : ______ : ______ : ______ : ______ Justo

Fundo ______ : ______ : ______ : ______ : ______ : ______ : ______ Raso

Quieto ______ : ______ : ______ : ______ : ______ : ______ : ______ Agitado

Bom ______ : ______ : ______ : ______ : ______ : ______ : ______ Ruim

Morto ______ : ______ : ______ : ______ : ______ : ______ : ______ Vivo

Forte ______ : ______ : ______ : ______ : ______ : ______ : ______ Fraco

Azedo ______ : ______ : ______ : ______ : ______ : ______ : ______ Doce

Rápido ______ : ______ : ______ : ______ : ______ : ______ : ______ Vagaroso

Pequeno ______ : ______ : ______ : ______ : ______ : ______ : ______ Grande

SANTA

Injusto _____ : _____ : _____ : _____ : _____ : _____ : _____ Justo
Forte _____ : _____ : _____ : _____ : _____ : _____ : _____ Fraco
Ruim _____ : _____ : _____ : _____ : _____ : _____ : _____ Bom
Agitado _____ : _____ : _____ : _____ : _____ : _____ : _____ Quieto
Raso _____ : _____ : _____ : _____ : _____ : _____ : _____ Fundo
Doce _____ : _____ : _____ : _____ : _____ : _____ : _____ Azedo
Pequeno _____ : _____ : _____ : _____ : _____ : _____ : _____ Grande
Rápido _____ : _____ : _____ : _____ : _____ : _____ : _____ Vagaroso
Morto _____ : _____ : _____ : _____ : _____ : _____ : _____ Vivo

JEITO

Agitado _____ : _____ : _____ : _____ : _____ : _____ : _____ Quieto
Raso _____ : _____ : _____ : _____ : _____ : _____ : _____ Fundo
Justo _____ : _____ : _____ : _____ : _____ : _____ : _____ Injusto
Forte _____ : _____ : _____ : _____ : _____ : _____ : _____ Fraco
Vagaroso _____ : _____ : _____ : _____ : _____ : _____ : _____ Rápido
Bom _____ : _____ : _____ : _____ : _____ : _____ : _____ Ruim
Pequeno _____ : _____ : _____ : _____ : _____ : _____ : _____ Grande
Vivo _____ : _____ : _____ : _____ : _____ : _____ : _____ Morto
Azedo _____ : _____ : _____ : _____ : _____ : _____ : _____ Doce

BAIRRO

Vagaroso _____ : _____ : _____ : _____ : _____ : _____ : _____ Rápido

Pequeno _____ : _____ : _____ : _____ : _____ : _____ : _____ Grande

Doce _____ : _____ : _____ : _____ : _____ : _____ : _____ Azedo

Forte _____ : _____ : _____ : _____ : _____ : _____ : _____ Fraco

Ruim _____ : _____ : _____ : _____ : _____ : _____ : _____ Bom

Vivo _____ : _____ : _____ : _____ : _____ : _____ : _____ Morto

Injusto _____ : _____ : _____ : _____ : _____ : _____ : _____ Justo

Fundo _____ : _____ : _____ : _____ : _____ : _____ : _____ Raso

Quieto _____ : _____ : _____ : _____ : _____ : _____ : _____ Agitado

____

(Nome)

Bom ______ : ______ : ______ : ______ : ______ : ______ : ______ Ruim

Fraco ______ : ______ : ______ : ______ : ______ : ______ : ______ Forte

Vivo ______ : ______ : ______ : ______ : ______ : ______ : ______ Morto

Pequeno ______ : ______ : ______ : ______ : ______ : ______ : ______ Grande

Justo ______ : ______ : ______ : ______ : ______ : ______ : ______ Injusto

Quieto ______ : ______ : ______ : ______ : ______ : ______ : ______ Agitado

Doce ______ : ______ : ______ : ______ : ______ : ______ : ______ Azedo

Raso ______ : ______ : ______ : ______ : ______ : ______ : ______ Fundo

Rapido ______ : ______ : ______ : ______ : ______ : ______ : ______ Vagaroso

____

(Cidade)

Fundo ______ : ______ : ______ : ______ : ______ : ______ : ______ Raso

Vagaroso ______ : ______ : ______ : ______ : ______ : ______ : ______ Rapido

Bom ______ : ______ : ______ : ______ : ______ : ______ : ______ Ruim

Fraco ______ : ______ : ______ : ______ : ______ : ______ : ______ Forte

Vivo ______ : ______ : ______ : ______ : ______ : ______ : ______ Morto

Injusto ______ : ______ : ______ : ______ : ______ : ______ : ______ Justo

Agitado ______ : ______ : ______ : ______ : ______ : ______ : ______ Quieto

Pequeno ______ : ______ : ______ : ______ : ______ : ______ : ______ Grande

Doce ______ : ______ : ______ : ______ : ______ : ______ : ______ Azedo

Appendix F

DAILY ACTIVITIES LIST

(Instrument used with Volunteers in Brazil)

INSTRUCTIONS

The items below refer to common daily activities. For each item please indicate

1. how much you like or dislike engaging in this activity, and
2. approximately how many times you have done it in the last month, two weeks, or week , as indicated in the section.

For example, if you really like going to movies, have gone twice in the last two weeks, you would respond as follows:

Go to movie	_____	_____	_____	_____	X	2
	dislike very much	dislike	neutral	like	like very much	(number of) times

In the last month	dislike very much	dislike	neutral	like	like very much	(number of times)
1. Go to futebol (soccer) game	___	___	___	___	___	___
2. Eat in Brazilian Home	___	___	___	___	___	___
3. Visit Peace Corps Office	___	___	___	___	___	___
4. Go on Pleasure excursion	___	___	___	___	___	___
5. Go to beauty shop, barber shop etc .	___	___	___	___	___	___
6. Make a new acquaintance	___	___	___	___	___	___
7. Go to beach	___	___	___	___	___	___
8. Visit whorehouse	___	___	___	___	___	___
In the last two weeks						
9. Read (English book)	___	___	___	___	___	___
10. Read (Portuguese book)	___	___	___	___	___	___
Talk to American friend about:						
11. a. positive things about Brazil	___	___	___	___	___	___

	dislike very much	dislike	neutral	like	like very much	(number of) times
12. b. putting down Brazil	____	____	____	____	____	____
13. c, about things in U. S.	____	____	____	____	____	____
1 . Dance	____	____	____	____	____	____
15. Take pictures	____	____	____	____	____	____
16. Study Portuguese	____	____	____	____	____	____
Have a conversation with Brazilian(s) about:						
17. a. work	____	____	____	____	____	
1 . b. local affairs	____	____	____	____	____	____
19. c. sports	____	____	____	____	____	____
20. d. women	____	____	____	____	____	____
Sing or play musical instrument:						
2 . a. alone	____	____	____	____	____	____
22. b. with others	____	____	____	____	____	____
2 . c. play a sport	____	____	____	____	____	____
24. Play a card game (buraco, etc.)	____	____	____	____	____	____
25. Play a board game (DAmas, Domino, etc.)	____	____	____	____ ____	____	____
2 . LIE DOWN TO SLEEP OR rest (not including regular bedtime or sesta hours	____	____	____	____	____	____

	dislike very much	dislike	neutral	like	like very much	(number of times)
27. Write a letter	____	____	____	____	____	____
28. Drink cachaca	____	____	____	____	____	____
29. Go on a date	____	____	____	____	____	____
30. Namorar	____	____	____	____	____	____
31. Travel to visit work associates or clients	____	____	____	____	____	____
In the last week						
32. Listen to Brazilian music	____	____	____	____	____	____
33. Listen to American music	____	____	____	____	____	____
34. Read newspaper	____	____	____	____	____	____
35. Read Brazilian magazine	____	____	____	____	____	____
36. Read American magazine	____	____	____	____	____	____
37. Passear (take a walk) alone	____	____	____	____	____	____
38. Passear (take a walk) with others	____	____	____	____	____	____
39. Go to bar	____	____	____	____	____	____
40. Eat with Brazilians	____	____	____	____	____	____
41. Eat with Americans	____	____	____	____	____	____
42. Eat alone	____	____	____	____	____	____

Appendix G

DAILY ACTIVITIES LIST

(Instrument used with Americans with no Brazil experience)

INSTRUCTIONS

The items below refer to common daily activities. For each item please indicate:

1. How much you like or dislike engaging in this activity, and
2. Approximately how many times you have done it in the last month, two weeks, or weeks, as indicated in the section.

For example, if you really like going to movies, have gone twice in the last two weeks, you would respond as follows:

Go to movie	_____	_____	_____	_____	x	_____
	dislike very much	dislike	neutral	like	like very much	(number of times)

	dislike very much	dislike	neutral	like	like very much	# c times
In the last month						
Go to athletic event (football, basketball, etc.)						
Eat in the home of a guest						
Go on pleasure excursion						
Go to beauty shop, barber shop, etc.						
Make a new acquaintance						
Go to the mountains						
Visit whorehouse						
In the last two weeks						
Read a book written in English						
Read a book written in a foreign language						
Dance						
Take pictures						
Study a foreign language						
Have a conversation with a foreign national about:						
a. work						
b. local affairs						
c. sports						
d. women						

	1 dislike very much	2 dislike	3 neutral	4 like	5 like very much	# of times
Sing or play musical intrument:						
a. alone						
b. with others						
Engage in an athletic activity						
Play a card game						
Play a board game (domino, etc.)						
Lie down to sleep or rest (not including regular bedtime or nap hours)						
In the last week						
Write a letter						
Drink alcoholic beverages						
Go on a date						
Be with your fiancee						
Travel to visit work associates or clients						
Listen to foreign music						
Listen to American music						
Read newspaper						
Read foreign magazine						
Read American magazine						
Take a walk alone						
Take a walk with others						

	1 dislike very much	2 dislike	3 neutral	4 like	5 like very much	# of tim
Go to bar						
Eat with foreigners						
Eat with Americans						
Eat alone						
Tell a joke						
Think about your health						
Spend time at home alone						

Appendix H

VOLUNTEER INTERVIEW FORMAT

Frequencies A. Tell me some things that you do here that you did not do in the United States that turn you on, give you pleasure, make you feel good.

B. Tell me some things you do here that you also did in the United States that turn you on, give you pleasure, make you feel good.

C. Tell me some things you do that are unpleasant, turn offs, that you din't like to do, but that are part of life here.

1. Do Brazilians do this?

D. What things do you do that turns Brazilians on.

1. How do you know, how do Brazilians show it?

E. What things do you do that turns Brazilians off?

1. How do you know? How do they show it?

F. Tell me some situations you have encountered, or still encounter, where you did not know what was going on, what you were supposed to do.

1. What did you do?

G. What are some things that just happen that make you feel good in your everyday life here in Brazil.

H. What are some things that just happen that make you feel bad in your everyday life here in Brazil

I. What things do Brazilians do that turn you on?

Frequencies J. What things do Brazilians do that turn you off?

K. You have responded to a number of questions about the culture and life here in Brazil. Which of these questions do you think touched an information which you have found useful in your understanding of, and adapting to, living in Brazil.

1. Give me an example of how this information is important

2. How did you learn this?

Appendix I

CULTURAL DIMENSIONS TEST

(Instrument used with Volunteers in Brazil and Americans with no Brazil experience)

INSTRUCTIONS

In the following pages, you will be presented with twenty-three descriptions of situations or occurrences that take place in Brazil. In each case, one or more Americans are involved in some sort of interaction with Brazilians. After reading each description, select and circle one of the four alternatives that you think is most appropriate.

1. John was annoyed that when he was introduced to people by his Brazilian friends, the new acquaintances would often converse only with the Brazilians, referring to John as "ele" (him) and asking them questions which he was perfectly capable of answering in Portuguese, such as "How long has he been in Brazil?"

   What do you think best explains this situation?

   a. Brazilians feel more at ease speaking with old friends than with new acquaintances, especially if the new acquaintance is a foreigner.

   b. Many Brazilians don't trust Americans and are especially cautious with them in new situations.

   c. Many Brazilians don't expect Americans to be able to speak Portuguese and react awkwardly when confronted with situations in which a foreigner speaks imperfectly.

   d. Brazilians expect foreigners to speak their language well and get turned off when they don't.

2. Two American workers differed on the best way to commence a municipio-wide (municipality-wide) extension project. Fred thought they should talk to the extensionista (extension worker) first to get his ideas, while Jane felt it would be better to discuss the project with the community members before speaking with the extensionista.

   Which of the following is the best solution for the best reasons.

   a. Fred should talk to the extensionista at the same time as Jane canvasses local people, house to house, in order to save time.

   b. Fred's idea of talking to the extensionista first is better because it is important to get on good terms.

   c. Jane's solution is best because the project must have grass-roots support in order to succeed.

   d. Neither is a good solution. They should develop a written statement of the whys and wherefors of the project before they talk with anyone in order to maintain their credibility.

3. Geraldo, the tecnico (technician) from the central office in the state capital, was to have delivered supplies to the American workers on Tuesday. He showed up on Wednesday instead and made light of the fact that he had come a day late.

   The best explanation for this is:

   a. Brazilians have a poor sense of time.

   b. Geraldo didn't particularly like the Americans so he didn't bother to offer an explanation for his delay.

c. Geraldo doesn't pay much attention to time and assumed that no one else would either.

d. Geraldo had intended to show up on Tuesday and didn't bring up the subject to avoid an argument.

4. Phyllis and Sally were concerned about getting a big turnout for the Mothers' Club meeting in their medium-sized interior town. It was suggested that they advertise the meeting.

Which of the following seems like the best strategy:

a. A poster campaign because it's fast and cheap, and the girls saw posters pasted up on many of the buildings in town.

b. A house-to-house campaign in which the girls talked to as many of the women as possible, because interpersonal contact is important.

c. Hourly radio announcements and loudspeaker advertising at the public market, because these are common and accessible advertising media.

d. Talking to the menfolk and asking them to convince their wives, because men hold a dominant role.

5. On the first day of the vaccination campaign in their small town, the clinic was full of people, most waiting for their shots, some merely waiting. The Prefeito's (mayor) secretary appeared and told the nurses that the Prefeito had just arrived and should be given his shot right away. The Prefeito came forward along with several relatives and the secretary told the nurses that they should be taken care of right away also. This infuriated the American nurse who told them that they must wait their turn just like everyone else. The Prefeito and his relatives seemed unhappy but did go to the end of the line. Meanwhile, the other people in the clinic started muttering among themselves and began to act cooly toward the nurses.

What best explains this situation?

a. The people were annoyed by the Prefeito's boorishness and embarrassed in front of the Americans.

b. The people were pleased by the American's reaction, but were afraid to reveal their feelings in front of the Prefeito.

c. The people were unhappy with the secretary's request that the Prefeito go first but felt that the Americans should have complied.

d. The people felt that the secretary had stepped out of line, but didn't want to hurt his feelings.

6. Whenever he had business at agency headquarters in the capital, George would make an appointment with his counterpart (Brazilian with whom he works), arrive on time, and try to waste as little of his counterpart's time as possible. He would enter the office, take a seat, state his business, and strive for solutions and decisions. Then he would get up, shake hands, and leave.

   How might George have become more effective?

   a. By chatting informally about his work and things in general before leaving.

   b. By neither making an appointment nor arriving on time, since he often had to wait 10-15 minutes anyway.

   c. By chatting informally about things in general before dealing with business matters.

   d. By greeting his counterpart with an abraco (embrace) instead of a handshake.

7. Phil became very annoyed when the townspeople, some of whom he knew quite well, persisted in addressing him as "doutor" (doctor). He had explained to them many times that he wasn't a Ph.D. and, in fact, didn't even have a Masters degree.

   What is the point that Phil was missing?

   a. They were showing respect for his level of education and picking up cues from the way he dressed and spoke.

   b. Calling him "doutor" was probably a friendly way of showing affection for him in a way they thought he'd appreciate.

   c. By calling him "doutor" they indicated to Phil that they wanted and expected to be called by a similar title of esteem.

   d. The townspeople were probably being sarcastic and calling him "doutor" to cut him down to size.

8. Margaret was offended when people used the "a senhora" form (formal term) instead of the voce (informal term) form in addressing her. She encouraged everyone to call her voce and used this form with everyone she met.

   In which instance could she most severely violate the Brazilian code of etiquette?

   a. Telling children to call her voce.

   b. Telling young men to call her voce.

   c. Using voce with older people of the lower class.

   d. Using voce with older people of the middle class.

9. After being treated for a serious illness, Antonio's condition did not improve. Antonio, a rather well educated man in his 30's, continued under the care of his doctor, but also made a promessa (promised to reciprocate if his saint would act in his behalf) to his saint and consulted a spiritist.

Which of the following statements is least helpful in understanding the situation?

a. Antonio didn't believe the doctor could help him, but didn't want to hurt his feelings.

b. Antonio did not see any particular contradiction in mixing Catholicism and spiritism.

c. Antonio felt that, while the doctor might help, the saint could possibly intercede for him.

d. Antonio wasn't sure the doctor could help him and suspected that his future might be decided by fate.

10. The two Peace Corps Volunteers had very different personalities. Phil seemed to be able to chat, joke, and have a good time with everyone he met -- and he met people very easily. Jack had a much harder time meeting people. When he did meet a new group, he would listen politely to the conversation and laugh at the jokes, but rarely take center stage. Usually, though, he would wind up in a thoughtful conversation with one of the Brazilians in the group.

Which of the following is most probable?

a. The Brazilians didn't like Phil because they thought he was phony and shallow.

b. The Brazilians liked both men, Phil because he was a live wire and Jack because he seemed genuine.

c. The Brazilians disliked Jack because he seemed unfriendly, aloof, and a snob.

d. The Brazilians disliked both men because they behaved quite different from most Brazilians.

11. Dave and Ralph, two PCVs, worked in a project which required a lot of travel in the interior of Brazil. However, during the first month they traveled mostly by bus as neither had a drivers license. In discussing how they would go about getting their licenses, Dave said that he thought they should mention it to their counterpart, Jose Alberto, and leave it in his hands. Ralph disagreed, saying he thought it best to go through the normal procedure at the departamento (department).

Which PCV had the best idea, and for what reasons?

a. Ralph was right because anything other than the normal procedure might be disrespectful of Brazilian law.

b. Neither was right. They should have hired a despachante (chauffeur).

c. Dave was right because his way would save time.

d. Dave was right because Jose Alberto would welcome the opportunity to help out.

12. Paul had been invited to drop by and visit Luis at home any time, and one Saturday afternoon he decided to do so. While he was warmly received by Luis, he had the distinct impression that his visit was a complete surprise.

What is the best explanation of Luis' surprise?

a. Since it was Saturday, Luis had probably been napping after having eatten feijoada (a dish comprised of pork, rice and beans).

b. Asking someone to drop by for a visit is often a social formula used when parting, and not an invitation.

c. It is customary for Brazilians to pay informal social calls in the morning, not the afternoon.

d. Brazilians seldom invite people to their homes. Paul might have hinted beforehand that he'd be over Saturday.

13. Every time Sam had to transact business that involved the Brazilian bureaucracy, he found himself in a rage. In the first place, there seemed to be many more workers than were actually necessary for running an efficient operation. He saw hundreds of bureaucrats lording it over many of the people they were supposed to be serving. What amazed him more was that the lower- and middle-level functionaries seemed to take no initiative whatever.

What would be the best explanation to give Sam?

a. The Brazilian bureaucracy is a reflection of the network of mutual obligations established in the insitution of the extended family and thus serves a social as well as business purpose.

b. The Brazilian government intentionally maintains a lot of "dead weight" in order to employ great numbers of people.

c. Often lower- and middle-class functionaires won't try to handle situations creatively because they know that their boss might fire them if they don't explicitly follow the rules.

d. Creative solutions are not as highly valued in Brazil as in the U. S.

14. When Sally asked the schoolteacher if she would help with some evening literacy classes, Dona Ana, the teacher, said she would. When a week went by and D. Ana hadn't shown up, Sally brought the subject up again, in a light vein and during an informal conversation. D. Ana once again promised her cooperation, but never came to help.

What is the best explanation for this situation?

a. Dona Ana wanted to help, but for some reason wasn't able to or felt inadequate.

b. Brazilians most often say "yes," even when they don't mean it.

c. Dona Ana didn't really want to help, and was trying to avoid an unpleasant situation.

d. Dona Ana didn't want to cause gossip by being seen out at night alone.

15. Sheila was enraged at the behavior of most of the young Brazilian men she came in contact with. They would stare, whistle, and occasionally brush up against her and make mildly suggestive remarks. One day she couldn't control herself any longer. She marched up to the boys on the street corner and told them that they were all lacking manners.

Was Sheila right or wrong and for what reasons? Choose the best answer.

a. She was wrong because although the boys were rude, she made the situation worse by being rude herself.

b. She was right because telling a Brazilian that he lacks manners really communicates how turned off one is with his actions.

c. She was wrong because the boys were really complimenting her on her femininity.

d. She was wrong because there is little chance her actions will cause the whistles to stop.

16. Jill lived in a medium-sized town in the interior and liked it very well. The only thing that annoyed her was that people would never leave her alone. The teenage girls in the neighborhood would come by to chat whenever Jill was at home alone. When she went shopping or had to make short trips to nearby towns, Marise, a girl of about her own age, was her constant, if somewhat over-bearing companion. On one or two occasions, Marise even insisted on accompanying Jill when she went to the capital for conferences.

What is the most probable explanation for the Brazilians' behavior?

a. They were curious about the American and wanted to learn about life in the U. S.

b. They wanted to be sure that Jill wasn't taken for a "loose" woman.

c. They were hoping Jill might give them things and do favors for them in return for their company.

d. They were afraid that Jill would be lonely.

17. Pete lived with his counterpart, Edison, and as a result felt that he had gained considerable understanding of Brazilian culture. But there was one thing he couldn't understand: Every week Edison spent nearly five percent of his earnings playing the sport lottery, so that the remainder of his salary went toward just barely making ends meet. Pete pointed out several times that in less than a year's time Edison was losing enough money to pay cash for the tape recorder that he wanted but couldn't buy, and that by putting the money in a savings account he could be getting interest instead of losing everything.

    What is the best explanation for Edison's behavior?

    a. Brazilians tend to place high value on finding ways to get rich quick.

    b. Most Brazilians love gambling for its own sake.

    c. Edison simply likes to gamble and correspondingly doesn't trust banks because of the high inflation rate.

    d. In general, Brazilians are not as interested as Americans in acquiring material things. Edison probably didn't really want the tape recorder.

18. Ed, a Peace Corps Volunteer, found himself slowly growing annoyed with his co-worker, Jose. It seemed to Ed that Jose was more interested in talking. making plans, and preparing memos than in actually getting work done which resulted in change.

    What is the best explanation of the above phenomena?

    a. Jose is paid a very low salary and feels little motivation to take risks in order to get things done.

    b. Ed is more achievement oriented than Jose.

    c. Jose feels he is getting work done and doesn't see any problem.

    d. Ed has to realize that things move more slowly and in a more prescribed fashion in Brazil.

19. When she first came to live in a medium sized town, Maxine noticed that although there was always a lot going on in the local bars, she never saw any women in them.

    What is the most correct explanation of this?

    a. In Brazil bars are considered to be slightly dirty and women who are more concerned about cleanliness than men, prefer not to go in them.

    b. In Brazil only lower class women drink in neighborhood bars.

    c. Many jokes are told which would be offensive to women.

    d. In Brazil the bar is the place where men go alone, or in groups, to be in the company of other men.

20. On a visit to a large interior town, Jim's local agency contact took him to a pensao (boarding house) near the center of town. Jim didn't sleep well because of the noise from the bar downstairs, which lasted until midnight, and the traffic outside which began at 6:00 a.m. He also found that the pensao was quite far from the agency office. When Jim asked about moving to a quiter pensao near the office, his contact was surprised and said that the first pensao was the "best place to be."

Why would Jim's Brazilian contact think this?

a. Brazilians don't much mind being around lots of noise and like to be near the action.

b. Brazilians feel that work and play should be separated and don't like to live close to where they work.

c. Brazilians know that although there are more thieves (ladroes) in the center of town, there is better police protection.

d. Brazilians like to be close to bars and restaurants when they travel.

21. Sergio, Steve's counterpart, often said that he would like to move to the state capital because his own town was "the end of the world." When his agency offered him a better job in the capital, he turned it down, saying that it was too much trouble to move.

Why do you think Sergio did not move to the capital?

a. Brazilians are concerned about job security, and often reluctant to take a new job because it is likely to be less secure.

b. In Brazil, moving to another place is not only a hassle, but things often get lost.

c. Brazilians really prefer to stay in their home town.

d. It is usually quite a bit more expensive to live in a state capital, and Sergio's pay raise would probably not help him very much.

22. Charles and Susan had been married for a year and were now working as Peace Corps Volunteers in a rather small interior town. Both were well-liked and they, in turn, had many friends. They feel that by living for two years in Brazil they were not only helping Brazilians but were also gaining valuable experience.

What would Brazilians be least likely to think?

a. The couple should remain in Brazil permanently but should move to the capital.

b. The couple should remain in the small town for another year because that is where they have the most friends.

c. The couple should return to the States after two years.

d. The couple should seek opportunities for further overseas experience before settling down.

23. Herb, a PCV in a large city, feels frustrated in his relationships with Brazilian women. He finds himself unable to meet women that he can relate to without "playing silly boy-girl friend games" and is quite uncomfortable when Brazilian grils initiate public displays of affection.

What most likely accounts for this phenomena?

a. Brazilian women are often unpracticed in relating to men as one adult to another.

b. The notion of romantic love is all-important to Brazilian women.

c. Herb is too much an intellectual to relate in a feeling level.

d. Herb is, in reality, poorly skilled at these "games" and consequently feels frustrated in relating to Brazilian women.

Appendix J - CULTURAL DIMENSIONS TEST given to Brazilians

DIMENSÕES CULTURAIS

Instruções: Responda às seguintes perguntas nos espaços em branco. Escolha a melhor resposta.

Nota. Algumas questões pedem a solução menos adequada.

_____ 1. John ficava chateado quando era apresentado pelos seus amigos brasileiros às pessoas e elas não conversavam com ele diretamente. Esses novos conhecidos geralmente conversavam sòmente com os outros brasileiros. Eles referiam-se a John como "ele" e faziam perguntas aos brasileiros as quais John era perfeitamente capaz de responder, como: "Há quanto tempo ele está aqui no Brasil?"

Qual é a melhor explicação dessa situação?

a. Os brasileiros ficam mais à vontade quando falam com velhos amigos do que quando falam com recém-conhecidos, principalmente quando o recém-conhecido é um estrangeiro.

b. Muitos brasileiros não confiam nos americanos e os tratam cautelosamente no princípio.

c. Muitos brasileiros não esperam que os americanos falem português e ficam sem jeito quando um estrangeiro fala mal a nossa língua.

d. Os brasileiros esperam que os estrangeiros falem bem o português e ficam chateados quando a língua é mal falada.

_____ 2. Dois técnicos americanos discordavam quanto à maneira de começar um projeto municipal de extensão.

Fred achou que deviam falar primeiro com o extensionista brasileiro para uma troca de idéias. Entretanto, Jane achou que era melhor debater sobre o projeto com as pessoas da comunidade antes de falar com o extensionista.

Dentro da lógica qual é a melhor solução?

a. O Fred deve conversar com o extensionista e enquanto isso a Jane pode ir de casa em casa indagando as pessoas à respeito.

b. A ideia de Fred de conversar com o extensionista primeiro é melhor, pois é importante estabelecer boas relações pessoais.

c. A solução de Jane é a melhor porque o projeto precisa do apôio do povo.

d. Nenhuma das soluções é boa. Eles devem preparar uma proposta do projeto por escrito, explicando as razões do mesmo a fim de que o povo continue a confiar neles.

3. Geraldo, o técnico da sede na capital do estado ficou de entregar na terça-feira uns equipamentos aos técnicos americanos. Em vez disso apareceu na quarta-feira e não se preocupou com o fato de ter chegado um dia atrasado.

A melhor explicação é:

a. Os brasileiros não ligam para o conceito de horário.

b. O Geraldo não gostava muito dos americanos e porisso não preocupou-se em dar nenhuma explicação sobre o seu atraso.

c. O Geraldo não liga muito para o conceito de horário e supõe que os outros tambem não liguem.

d. O Geraldo pretendia chegar na terça-feira, e não abriu o assunto para evitar uma discussão.

____4. A Phillis e a Sally estavam querendo ter um grande número de senhoras na reunião do Clube das Mães na cidade de tamanho médio onde elas trabalhavam. Foi sugerido que elas fizessem propaganda sobre a reunião.

Qual é a melhor estratégia?

a. Uma campanha com cartazes, porque é rápido e barato, e as môças viram muitos colocados nos prédios da cidade.

b. Uma campanha de "casa em casa" durante a qual as môças falariam com o maior número possível de mães.

c. Anúncios no rádio de hora em hora e propaganda por altofalantes na feira, porque esses são meios de propaganda comum e acessíveis.

d. Conversações com os pais de família, pedindo que convençam as suas espôsas, pois o homem exerce o papel dominante na família.

_____5. No primeiro dia da campanha de vacinação na cidadezinha, a clínica estava cheia de pessoas, a maioria esperando suas injeções, algumas apenas olhando. O secretário do Prefeiro entrou e disse às enfermeiras que o Prefeito acabava de chegar à clínica e que ele deveria tomar a sua injeção imediatamente. O Prefeito entrou trazendo alguns dos seus parentes. O secretário disse às enfermeiras que todos os parentes deviam ser atendidos imediatamente também. A enfermeira americana ficou furiosa e disse que cada um precisava esperar a sua vez como o resto das pessôas. O Prefeito e seus parentes ficaram chateados mas foram para o fim da fila. Aí, outras pessôas na clínica começaram a cochichar entre sí e a agirem friamente em relação às enfermeiras.

Qual é a melhor explicação da situação?

a. As pessôas estavam chateadas com a grosseria do Prefeito e embaraçadas perante às americanas.

b. As pessôas gostavam da reação da americana, mas estavam com mêdo de mostrar seus sentimentos ao Prefeito

c. As pessôas ficaram descontentes com a ordem do secretário, mas achavam que as americanas.

d. As pessôas achavam que o secretário tinha agido mal - mas não queriam ferir os sentimentos dêle.

_____ 6. Sempre quando ele tinha algum negócio a tratar no escritório central da entidade na capital, o George marcava uma hora com o seu colega de trabalho, chegava na hora certa, e tentava não gastar muito do tempo do seu colega de trabalho. Ele entrava no escritório, assentava-se, mencionava o seu assunto procurava enérgicamente as soluções e decisões. Então ele levantava-se, apertava a mão do colega e saía.

Como o George poderia ter sido mais eficaz?

a. Conversando informalmente sobre seu trabalho e coisas em geral antes de sair.

b. Nem marcando uma hora e nem chegando na hora certa, uma vez que constantemente ele tinha que esperar de 10 a 15 minutos de qualquer maneira.

c. Conversando informalmente sobre coisas em geral antes de entrar em assuntos de negócio.

d. Cumprimentando seu colega de trabalho com um abraço em vez de um apêrto de mão.

_____ 7. O Phil ficava muito aborrecido com as pessôas da cidade, inclusive algumas delas pessoas bem conhecidas suas, quando elas insistiam em chamá-lo de "doutor". Ele já tinha explicado a elas diversas vezes que ele não tinha o doutorado e que aliás ele não tinha nem o mestrado.

Qual é o detalhe que ele não estava percebendo:

a. Elas estavam demonstrando respeito ao seu nível de instrução e prestando atenção à sua maneira de vestir e falar.

b. Chamá-lo de "doutor" era provávelmente u'a maneira amiga de demonstrar-lhe afeição, pensando que ele estivesse gostando.

c. Chamando-o de "doutor" eles estavam indicando a Phil que eles esperavam ser tratados por ele com semelhante estima.

d. As pessoas da cidade estavam provávelmente sendo sarcásticas e estavam chamando-o de "doutor" para diminuí-lo.

_____ 8. A Margaret ficava ofendida quando as pessoas a tratavam de "senhora", em vez de "você" Ela insistia para que as pessoas a tratassem por "você e usava essa forma para tratar todos que ela conhecia.

De qual maneira ela poderia estar mais sériamente violando o código brasileiro de etiqueta?

a. Mandando as crianças chamá-la de você.

b. Pedindo para os rapazes chamá-la de você.

c. Usando "você" com pessoas idosas da classe baixa.

d. Usando "você" com pessoas idosas da classe média.

_____ 9. Estando sendo tratado de uma doenca grave, a saúde do Antônio nao melhorava. Antônio, um rapaz de uns 30 anos, com um bom nivel de instrucao, continuou sob tratamento medico, mas ao mesmo tempo fez uma promessa a um Santo e também consultou um espírita.

Qual das seguintes afirmativas é a de menos ajuda na compreensao da situacao?

a) Antônio não acreditva que o médico pudesse curá-lo, mas não queria ofendé-lo.

b) Antônio nao via nenhuma contradicao em misturar catolicismo com espiritismo.

c) Antônio achava que talvez apesar do médico poder curá-lo, nao atrapalharia se o Santo intercedesse por ele.

d) Antonio não tinha certeza de que o médico pudesse curá-lo e suspeitava que talvez o seu futuro fosse decidido pelo Destino.

_____10. Os dois Voluntários da Paz tinham duas personalidades bem diferentes. Phil podia conversar, brincar e divertir-se com todas as pessoas que ele conhecia - e ele tinha facilidade de fazer amigos. Jack tinha mais dificuldade em fazer amigos. Quando ele ficava amigo de um grupo, ouvia educadamente a conversa, ria das piadas, mas raramente se fazia o centro de atracão. Entretanto, normalmente, ele acabava em alguma conversa séria com algum brasileiro do grupo.

O que e mais provável no seguinte:

a) Os brasileiros não gostavam do Phil porque achavam-no desinteressante e nao era natural.

b) Os brasileiros gostava dos dois rapazes porque o Phil era animado e o Jack parecia autêntico.

c) Os brasileiros não gostavam do Jack porque ele nao parecia amigo e parecia desligado e esnobe.

d) Os brasileiros não gostava de nenhum dos dois rapazes porque eles se comportavam de um modo bem diferente da maioria deles.

_____ 11. Dave e Ralph, dois Voluntários da Paz, trabalhavam num projeto que exigia muitas viagens ao interior do Brazil. Durante o primeiro mês de trabalho, eles geralmente viajavam de ônibus, uma vez que nenhum deles tinha carteira de motorista. Discutindo sobre o que eles deveriam fazer para tirar suas carteiras, Dave disse que ele achava melhor falar com o seu colega de trabalho, José Alberto, e deixá-lo resolver o assunto. Ralph não concordava com a idéia e achava que a melhor maneira seria através do processo normal do departamento competente.

Qual dos dois Voluntários tinha a melhor idéia e por qual razão:

a) Ralph tinha razão porque qualquer coisa que não segue o seu processo normal pode ser considerada uma falta de respeito para com as leis brasileiras.

b) Nenhum dos dois tinha razão. Eles deveriam ter contratado um despachante.

c) Dave tinha razão porque com a sua idéia ganhar-se-ia tempo.

d) Dave tinha razão porque Jose Alberto ficaria satisfeito com a oportunidade de ajudá-los.

_____ 12. Paul ja tinha sido convidado pelo Luís para passar por sua casa a qualquer hora e, no sabado à tarde, ele resolveu ir visitá-lo. Apesar dele ter sido recebido alegremente pelo Luís, teve uma forte impressao de que sua visita era uma completa surpresa.

O que melhor explica a surpresa do Luís:

a) Como era sábado, Luís estava provavelmente tirando uma soneca depois de ter comido feijoada.

b) Convidar alguem para passar em sua casa, é muitas vézes, uma forma social usada em despedidas e naõ um convite.

c) É muito comum a brasileiros retribuir visitas sociais durante a parte da manhá e nao à tarde.

d) Os brasildiros nunca convidam pessoas a ir às suas casas. Paul deveria ter mencionado antes que iria visitá-lo no sábado

_____ 13. Todas às vézes que Sam tinha que fazer alguma transacaõ comercial que envolvia a burocracia brasileira, èle ficava com muita raiva. Em primeiro lugar, parecia haver muito mais empregados do que o numero necessario para um sistema eficiente. Ele via centenas de funcionarios serem grosseiros com as pessoas que eles deveriam estar atendendo. Mas, o que mais o surpreendia era ver que tanto funcionarios mais categorizados quanto os de cargo menos elevado pareciam nao ter nenhuma iniciativa.

Qual seria a melhor explicacao a ser dada ao Sam?

a) A burocracia brasileira reflete a corrente de obrigaçoes mútuas estabelecidads dentro da familia e assim sendo funciona tanto no ambiente social como na área de negocios.

b) O governo brasileiro mantem propositadamente uma grande quantidade de pessoas "desnecessárias", a fim de empregar um maior numero de pessoas.

c) Muitas vêzes funcionários de nível baixo ou médio não resolvem os problemas rápida e eficientemente porque eles sabem que o chefe os mandará embora se eles não seguirem somente as ordens dadas.

d) Criatividade nao tem tanto valor no Brasil como tem nos Estados Unidos.

____ 14. Quando Sally perguntou à professora local se ele poderia ajudá-la dando algumas aulas de alfabetização à noite, Dona Ana, a professora respondeu que poderia. Tendo passado uma semana e uma vez que Dona Ana nao apareceu, durante uma conversa informal e num tom de brincadeira, Sally voltou ao assunto novamente. Dona Ana mais uma vez prometeu cooperar, mas nunca apareceu para ajudar.

Qual é a melhor explicacao para esta situacao?

a) Dona Ana queria ajudar, mas por alguma razão não podia ou não se sentia competente.

b) Os brasileiros muitas vêzes dizem "sim" quando não tencionam dizê-lo.

c) Dona Ana na realidade nao queria ajudar, mas estava tentanto evitar uma situação desagradável.

d) Dona Ana não queria causar fofocas por ser vista à noite sozinha.

____ 15. Sheila estava furiosa com o comportamento da maioria dos rapazes que ela fica conhecendo. Eles a encaravam, assobiavam e ocasionalmente encostavam-se nela e faziam leves comentários insinuantes. Um dia ela não pode mais se controlar. Dirigiu-se aos rapazes na esquina e disse-lhes que eles nao tinha educacao.

a) Ela estava errada porque apesar dos rapazes terem sido rudes, ela piorou a situacao sendo rude tambem.

b) Ela estava certa porque dizer a um brasileiro que ele nao tem educacao realmente mostra o quanto uma pessoa está ofendida com determinada acao.

c) Ela estava errada porque na realidade os rapazes estavam apenas elogiando sua beleza.

d) Ela estava errada porque nao ia conseguir fazer os rapazes pararem com os assobios, etc., devido a sua reacao.

______ 16. Jil morava numa cidade do interior de tamanho medio e gostava muito de la. A unica coisa que a aborrecia era que as pessoas nunca a deixavam sozinha. As mocinhas do bairro vinha conversar sempre quando ela estava em casa. Quando ela saia para fazer compras ou fazer alguma viagem rápida a alguma cidade vizinha, Marisa, uma moca mais ou menos de sua idade era sua acompanhante e,de certa maneira, insuportável companhia. Em uma ou duas ocasioes, Marisa inclusive insistiu em acompanhá-la a capital para conferências.

Qual a melhor explicacao para o comportamento dos brasileiros:

a) Eles estavam curiosos sobre a americana e queriam saber sobre a vida nos Estados Unidos.

b) Eles queriam evitar que Jill fosse considerada uma moca "à-toa".

c) Eles esperavam que talvez Jill lhes dessem presentes ou lhes fizessem favores,em pagamento pela companhia.

d) Eles receavam que Jill se sentisse sozinha.

_____ 17. Pete morava com o seu colage de trabalho, Edison, e consequentemente sentia que tinha ganho consideravel conhecimento da cultura brasileira. Entretanto, tinha uma coisa que ele naõ podia entender. Toda semana Edison gastava quase que cinco por cento de seu salário jogando na loteria esportiva e o resto do salario somente dava respando para ele viver. Pete mencionou diversas vezes que em menos de um ano, Edison estava perdendo o dinheiro exato para comprar o gravador que ele estava querendo, mas nao podia comprar e que se ele colocasse o dinheiro no banco ganharia juros, em vez de perder tudo.

Qual é a melhor explicacao para o comportamento de Edison:

a) Os brasileiros tendem a procurar maneiras de ficar ricos rapidamente.

b) A maioria dos brasileiros gosta de jogo pelo simples prazer de jogar.

c) Edison simplesmente gosta de jogar e naõ confia em bancos devido a alta inflaçao.

d) Os brasileiros, em geral, naõ estao interessados como os americanos em adquirir coisas materiais. Edison, provavelmente, na realidade naõ queria um gravador.

_____ 18. Ed, um Voluntário americano, estava cada vez mais chateado com o José, seu colega brasileiro. Acha que ele está mais interessado em conversar, planejar e escrever memorandos do que realizar tarefas concretas que resultem em mudança.

Qual é a melhor explicaçao?

a) José e mal remunerado e se sente sem motivacao para levar a cabo qualquer trabalho concreto.

b) Ed dá mais valor em alcancar seus objetivos do que José.

c) José acha que está fazendo o trabalho dele sem ter maiores compromissos.

d) Ed precisa saber que no Brasil as coisas andam mais vagarosamente e de uma maneira mais rígida.

____ 19. Quando veio morar em uma cidade pequena, Maxime notou que apesar dos bares estarem sempre animados, ela nunca via nenhuma senhora dentro de um deles.

Qual é a explicacão correta?

a) No Brasil bares sao considerados ambiente meio sujo e as mulheres, que se preocupam mais do que os homens com a limpeza, preferem não entrar.

b) No Brasil, somente mulher de classe baixa bebe em bar.

c) Contam-se piadas que podem ser desagradáveis para as mulheres.

d) No Brasil, o bar serve de lugar onde o homem vai, sozinho, ou em grupos, para gozar de ambiente exclusivamente masculino.

____ 20. Enquanto Jim estava visitando uma cidade grande do interior, a pessoa-contato da entidade local levou-o a uma pensao proxima ao centro da cidade. Jim nao conseguiu dormir bem devido ao barulho do bar embaixo, que foi até a meia-noite e o trânsito na rua que comecou às 6 horas da manha. Ele tambem achou que a pensao era muito longe do escritório da entidade. Quando Jim pediu para mudar para uma pensao mais calma, que ficava perto do escritorio, o contato ficou surpreso e respondeu-lhe que a pensao em que estavam era o "melhor" lugar para ficarem.

Por que o contato do Jim pensava assim?

a) Os brasileiros naó se importam em estar num lugar onde haja barulho e,alias, gostam de estar no centro, onde há mais movimento.

b) Os brasileiros acham que trabalho e divertimento devem ficar separados e nao gostam de morar perto do trabalho.

c) Os brasileiros sabem que apesar de existirem mais ladroes no centro da cidade, ha tambem mais protecaó policial.

d) Os brasileiros gostam de ficar perto de bares e restaurantes quando eles viajam.

_____ 21. Sérgio, o colega de trabalho do Steve, estava sempre dizendo que ele gostaria de mudar-se para a capital do estado,porque a cidade onde ele morava era "o fim do mundo" Quando a entidade nacional para qual ele estava trabalhando ofereceu-lhe um trabalho melhor na capital, ele recusou-o dizendo que seria muito problemático mudar-se.

Por que você acha que o Sérgio nao quis mudar-se?

a) Os brasileiros preocupam-se muito com seguranca no trabalho e muitas vezes ficam em dúvida em trocar de emprego, porque o ultimo sera provavelmente o menos seguro.

b) No Brasil, a mudanca para outro local nao é somente uma dor-de-cabeca como tambem e fácil perderem-se objetos.

c) Os brasileiros na realidade preferem continuar nas cidades onde nasceram.

d) Em geral, é um pouco mais caro morar na capital do estado e o aumento de salario do Sergio, provavelmente, nao iria ajudar muito.

____ 23. Herb, um Voluntário da Paz numa cidade grande, sente-se frustrado em seu relacionamento com mocas brasileiras. Ele nao consegue conhecer mocas com as quais pode relacionar-se sem os "ridiculos jogos de namoradinhos" e sente-se muito constrangido quando as mocas iniciam suas demonstraçoés de carinho em público.

Qual e a justificativa para esse fenômeno:

a) As mocas brasileiras nao tem pratica de relacionamento com homens numa situacao de adulto para adulto.

b) O conceito de amor romântico é muito importante para a mulher brasileira.

c) Herb e uma pessoa muito intelectual para relacionar-se nesse nivel de sentimentos.

d) Herb, na realidade, tem uma experiência muito precaria nesses "jogos" e consequentemente sente-se frustrado no relacionamento com a mulher brasileira.

Appendix K

NATIONALITY CLUES QUESTIONNAIRE*

(Instrument used with Volunteers in Brazil and Americans with no Brazil experience)

INSTRUCTIONS

This questionnaire seeks your opinions concerning certain clues to a person's nationality. It consists of 28 statements each of which gives you four items of information (a, b, c, d) about a person (or persons) whose nationality you do not know. In each statement all four items are true. Please indicate which of the four seems to you the best available clue that the person(s) could be American.

Note the following:

1. Since all four items of information given in each statement are true, your choice of one as the best available clue does not imply that the others are false, only that they are less useful as clues.
2. An item is a clue only if it seems more likely to be true for American than for non-Americans.

PLEASE PLACE YOUR ANSWER ON THE SPACE PROVIDED TO THE LEFT OF EACH ITEM.

_________ 1. A salesman in a leather goods store

(a) knows little about the qualities of various leathers.
(b) buys merchandise in the store for less than what customers pay.
(c) gets satisfaction from making a sale.
(d) thinks the proprietor is too greedy.

_________ 2. A tourist, while visiting a historical monument in his country's capital, asks the guide

(a) to explain a strange looking inscription he noticed in a remote corner
(b) where he could sit down and rest for a while.

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* Prepared by Alfred J. Kraemer, Human Resources Research Organization, Alexandria, Virginia, 1972.

(c) where he could get a drink of water,
(d) how tall the monument is.

________3. A politician, in a speech on the anniversary of his nation's founding, talks about the constitution, and declares:

(a) "We are proud of the constitution."
(b) "It testifies to the greatness of the nation."
(c) "It speaks with great eloquence of freedom and justice."
(d) "We must do our best to live up to its ideals."

________4. An army cadet has just finished an assigned reading on the various approaches to maintaining discipline advocated by famous military leaders. It caused him to wonder

(a) which of these approaches was the best one,
(b) what parts of the reading he should remember for the exam,
(c) why these men had different approaches,
(d) what the views of his instructors were on the subject.

________5. Speaking at a memorial service for a friend who had just passed away, a businessman says:

(a) "He was a good man."
(b) "He was loved by his family and neighbors."
(c) "He was everybody's friend."
(d) "We shall cherish his memory."

________6. A government official and his wife have returned home from a vacation trip to several foreign countries. They reflect on their experience and agree that

(a) they enjoyed visiting the places they had heard about for so long,
(b) meeting the people of the countries was a wonderful experience,
(c) it felt good to be home again,
(d) they would need a good rest after such a strenuous trip.

________7. A sales person in a woman's clothing store tells a customer that the dress she is trying on

(a) makes her look younger,
(b) is an excellent buy,
(c) is made of material of a very high quality,
(d) will make her feel happy.

8. An infantry company commander, after a combat exercise in which his unit has performed very poorly, addresses his troups. He tells them that

(a) their performance has been a disgrace,
(b) they have done very poorly and that this must not happen again,
(c) they cannot let the other companies get all the credit,
(d) they were lucky this had not been an actual battle.

________ 9. A high-ranking government official explains to his new deputy that, in the field of education, the responsibilities of the government are to develop policies that would

(a) make a greater variety of choices available to students,
(b) raise educational standards throughout the country,
(c) improve programs for teacher training,
(d) provide for more school construction.

________ 10. A new foreman in a furniture factory tells his workers

(a) to let him know if the present layout of the workbenches is satisfactory
(b) to be especially careful with the next work order, because it will be for an important customer,
(c) that he will not tolerate poor workmanship,
(d) that he did not like to see a worker loaf on the job.

________ 11. A high school principal, addressing the new students at the start of the school year, tells them that

(a) They will have to study hard,
(b) education will help them plan their lives,
(c) the school is proud of its good teachers,
(d) the school has always had good students.

________ 12 A professional man, after being introduced to another man at a reception, asks him the following question:

(a) "What do you do?"

(b) "Do you have a large family?"
(c) "Where do you live?"
(d) "Do you know many people here?"

________ 13. A businessman and his wife are leaving a dinner party given by a fellow businessman. As they say good-bye, the lady of the house hands the wife a package telling her that it contains some cake for her children. The wife replies:

(a) "Oh! Thank you. What a nice package!
(b) That is a very good cake. I must get the recipe.
(c) But you didn't have to go to all that trouble.
(d) The children are going to like it. They love cake."

________ 14. A young man is leaving his country for a year to study at a foreign university.

(a) His family accompanies him to the airport.
(b) He tells them not to worry about him.
(c) He regrets that his brother was not coming also.
(d) He expects to make many new friends in the other country

________ 15. A university professor tells his class that he

(a) apologizes that the last test has not yet been graded,
(b) believes police should not be allowed on campus,
(c) is writing a book he hopes to publish,
(d) has no patience with students who have not done the assigned reading.

________ 16. A man and his eight-year-old son have just been seated at a table in a restaurant.

(a) The father starts to read the menu he was handed and notices the prices.
(b) The son wonders why he did not get a menu also.
(c) Later, the father motions to the waiter to come and take the order.
(d) As the father gives the order, he points to the places on the menu where the food he is ordering is listed.

________ 17. An engineer serving as a consultant is asked for his opinion of a new model pump being considered for use in an irrigation project. He replies:

(a) "Many good things have been said about this pump.
(b) And the literature on it indicates that the design is excellent.
(c) Its manufacturer has a good reputation.
(d) But I have not actually seen it in operation."

________ 18. A public health expert, in a speech on pollution given to a United Nations committee, makes the following statement:

(a) "Laws against polluters must be enforced."
(b) "Control of pollution is everybody's responsibility."
(c) "Pollution is not limited to highly industrialized centers."
(d) "We do not know enough about the long-range effects of pollution."

________ 19. An agricultural expert has been assigned as an advisor to an experimental corn-growing project in a foreign country. He arrived in the capital of the country a week ago, but poor road conditions caused by heavy rains made it difficult for him to obtain transportation to the project site. He tells an official at his country's embassy:

(a) "I didn't expect these poor road conditions."
(b) "Now that I'm here, this is a good opportunity to see this city."
(c) "But I should really be out there at the project site, not here in the capital."
(d) "When the roads improve I'll be ready to go."

________ 20. During a speech given at an international health conference, a mental health expert makes the following statement:

(a) "Mental health is an important matter which should be considered by the members of this conference."

(b) "Mental health is a way of dealing with life's problems."
(c) "Mental health requires our sincere effort and dedication."
(d) "Mental health should be a matter of great concern."

_______ 21. The editor of a big-city daily newspaper is busy working on the next edition. He has just written some of the titles for the stories in the paper. They read:

(a) "Earthquake in Turkey."
(b) "Boy trapped in old well."
(c) "African leaders meet on crisis."
(d) "Quintuplets born here."

_______ 22. A teacher, working for an international voluntary organization, was assigned to teach writing in a rural school in a foreign country. On her first day in class she

(a) tells the children that it is important to learn how to write properly,
(b) has a contest to see who could write the most letters of the alphabet,
(c) becomes concerned about the lack of discipline,
(d) tells the children that later in the course they would each write a letter to a friend.

_______ 23. A high-ranking government official visits Russia to meet with various government officials. While he is there, he is unexpectedly invited to meet with the Prime Minister. Upon his return to his own country he tells his superior that

(a) he had alone discussion with the Soviet leader,
(b) more than half the topics discussed were matters of long-range concern,
(c) the Prime Minister favored an increase in cultural exchange,
(d) there was an indication of a change in Soviet foreign policy.

_______ 24. An art critic, commenting on how difficult it is to paint a divine event, writes:

(a) "Without imagination and feeling, an artist cannot portray a divine event."
(b) "In painting a divine event, the true artist becomes part of it."
(c) "There are artists who solve the problem by using symbolism to tell the story."
(d) "But many artists give a traditional interpretation."

_______ 25. An Army officer is in an informal meeting with several government officials. The conversation turns to a proposed plan for reorganization of the Army. The officer makes the following comments:

(a) "This proposal has been studied very carefully."
(b) "I have heard much discussion concerning this proposal."

(c) "Speaking as an Army officer, I have no reservations about this plan."
(d) "Many officers will be reassigned if this plan is approved.

________ 26. In a discussin of the psychological characteristics of older children, a psychologist writes the following statements:

(a) "Sexual emotions are not a new experience to them."
(b) "They are influenced by their parents' values, often without being aware of it."
(c) "During puberty they undergo important psychological changes."
(d) "They often become a problem to their parents because they are a problem to themselves."

________ 27. A newspaper reporter, describing the scene of an accidental collapse of an apartment building, writes:

(a) "Many people in the crowd shook their head in disbelief."
(b) "Police tried to keep people from getting close to the rubble."
(c) "A few seemed to be looking for relatives among the victims."
(d) "In the crowd one man could be seen weeping openly."

________ 28. An elderly woman has just entered a taxi. She gives the driver the address to which she wants to go and tells him:

(a) "It is on the other side of the town.
(b) "I will go there, and then I must go to another place."
(c) "I will tell you later where it is. It's not far."
(d) "Please drive slowly. I don't want you to have an accident."

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